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ABSTRACT

Designed to be an example of how elementary and secondary schools can involve parents in their children's education, this guide is a compilation of letters to parents, memos, newsletters, and general information concerning Parkway (Missouri) School District's Parent Volunteer program, focusing primarily on the reading program. The first of the guide's five sections offers the goals, philosophy, and implementation guidelines of the program. Section 2, entitled Early Childhood Education, offers parents information on reading resources for preschool and elementary school children, including a list of books popular with very young children. Section 3 is a sample newsletter from Parkway Reading Center for parents of children in grades K-2. Section 4 describes the Parent Volunteer Reading Program for grades K-6, and includes ideas for activities that parents and children can do together. The section also includes letters about and descriptions of Partners In Education (PIE) events. The last section, for parents of high school age children, contains suggestions for ways to encourage teenagers to read, written versions of presentations delivered at a local parent-teacher organization meeting, suggestions to improve reading and writing skills, information on teenage depression and drug use, and various newsletters and school concert programs. (JC)

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PARENT VOLUNTEER PROGRAMS

READING PROGRAMS

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P I E

Parkway SCHOOL DISTRICT
455 NORTH WOODS MILL ROAD • CHESTERFIELD, MISSOURI 63017
314-851-8100

10 Reasons to Read to Your Child

1. Because when you hold them and give them this attention, they know you love them.

2. Because reading to them will encourage them to become readers.

3. Because children's books today are so good that they are fun, even for adults.

4. Children's books' illustrations often rank with the best, giving them a lifelong feeling for good art.

5. Books are one way of passing on your moral values to them. Readers know how to put themselves in others' shoes.

6. Because, until they learn to read themselves, they will think you are magic.

7. Because every teacher and librarian they ever encounter will thank you.

8. Because it's nostalgic.

9. Because, for that short space of time, they will stay clean and quiet.

10. Because, if you do, they may then let you read in peace.

— from The UNABASHED Librarian Magazine, No. 39

INTRODUCTION

The Parkway School District is located twenty miles west of St.Louis, Missouri. Serving 22,500 students, there are four high schools, four junior highs, and seventeen elementary schools. A middle to upper middle-class community, Parkway also participates in a voluntary desegregation program with the city of St. Louis. By the end of the 1988-1989 school year, a 17% population of transfer students should exist as an integral part of the Parkway School District.

GOAL/ PHILOSOPHY

In order to have an effective reading program, the commitment must be district wide. This needs to be endorsed by the Board of Education, the Superintendent, and all schools.

In Parkway, one district goal states that reading and writing across the curriculum will be a regular part of the language arts program. This is a philosophy as well as a concerted nuts and bolts program.

In order to promote parent participation, the school district must also commit to the development of appropriate programs and encourage everyone involved.

Each school is a community consisting of three parts: students, staff, and parents. All parents must take an active and positive role in the education of their children.

IMPLEMENTATION GUIDELINES

1. Make the staff an integral part of the program. Start with the principal.
2. Recruit key people.
3. Involve the students.
4. Create convenient time slots for people.
5. Keep expenses minimal.
6. Call everyone on the volunteer list.
7. Don′t be concerned about total attendance.
8. Show appreciation.

DISTRICT-WIDE COMMUNITY PROGRAMS

C.A.C.

The Parkway Citizens Advisory Council is a group of citizens, parents, and staff members in the Parkway School District. The group is headed by an executive committee and composed of three parents and one non-parent representative from each school. The public is invited to attend the monthly evening meetings. The C.A.C. forms committtees to study various topics and reports to the Board of Education.

PARENT SUPPORT GROUP

The Parkway Parent Support Group is a permanent community committee established by the Superintendent. It consists of parent representatives from each school. Bi-monthly meetings report informational up-dates.

The Superintendent charges the Parent Support Group with the following:

1. To establish and maintain a district-wide network of communication, support, and cooperation.
2. To provide a framework and a positive and open atmosphere for the exchange of information, ideas, and concerns between Parkway parents and administrators.
3. To provide a framework and a positive and open atmosphere for sharing ideas and information among Parkway parents.
4. To assist and encourage parent organizations to be well-managed.
5. To provide workshops as inservice training for Parkway parents and parent organizations of each school.
6. To assist in maintaining the Key Communicators Program in Parkway.
7. To assist in establishing the Legislative Network in Parkway.

- -

Administrative Center, 455 North Woods Mill Road, Chesterfield, MO 63017, by April 23rd, sooner if possible.

If you have any questions, please call: Ellen Friedman, Workshop Chairperson, 965-3123 or Karen Morse, Support Group Coordinator, 394-1490.

Parking is limited, so please carpool. Allow enough time to arrive in the former library area of Robin Hill by 9 in the morning to sign in and pick up materials. Coffee and rolls will be served.

PARENT SUPPORT GROUP

SPRING SHARING WORKSHOPS

FRIDAY MAY 9, 1986

PARKWAY INSTRUCTIONAL CENTER
(FORMERLY ROBIN HILL SCHOOL)

12657 FEE FEE ROAD

TIME: 9:00 A.M. - noon

REGISTRATION DUE BY: APRIL 23rd

PARENT SUPPORT GROUP SHARING WORKSHOPS
May 9th, 1986

SESSIONS:

#1. THE GIFTED AND TALENTED PROGRAM IN PARKWAY
RESOURCE PERSON: Carolyn R. Cooper, Ph.D.
Coordinator Gifted and Talented

What kind of curriculum a school offers its gifted and talented students depends entirely upon its beliefs about gifted behavior. What it is, who's capable of manifesting it and how it is produced combine to define the "program" these students require.

This session will discuss the shape of the program being proposed to address the needs of Parkway's gifted and talented youngsters. Concrete examples of advanced-level programming will be used to illustrate the exciting kinds of real world application our students can become immersed in through the recommended approach.

#2. THE JUNIOR HIGH-MIDDLE SCHOOL AND THE P.T.O.
RESOURCE PERSON: Jere Hochman - Acting Assistant
Superintendent in charge of
Junior Highs

This session will be an update on the current Middle School study committee. There will be particular emphasis on the philosophy that has been developed. We will also discuss how parent groups relate to the philosophy being developed. Retiring and incoming P.T.O. officers are encouraged to attend and participate in the discussion.

#3. ELEMENTARY P.T.O. PRESIDENTS WORKSHOP AND SHARING
RESOURCE PERSON: Dr. John Borsa - Assistant Superintendent
Administrative Services

Dr. Borsa will give some helpful suggestions on how to effectively lead your parent group. Dr. Borsa will also discuss how the P.T.O. relates to the S.E.T. team as well as other groups active within the Parkway school district. We will devote time to discussion of questions and sharing of ideas. We would especially like to invite new Presidents and/or Vice Presidents.

SESSIONS:

#4. THE SENIOR HIGH - DISCIPLINE, V.T.S. AND 7 PERIOD DAY
RESOURCE PERSONS: Don Senti, Assistant Superintendent
Administrative Services
Dr. David Oegema, Coordinator of Pupil
Personnel Services
Craig Larson, Principal South High School

This session will be divided into three segments. Each topic will be addressed with a time for comment and questions following each presentation. All current officers and incoming officers of parent groups are invited or any interested parent may attend.

#5. ROOM MOTHERS SHARING DAY
GROUP LEADER: Susan Lashly

This will be an opportunity for all Room Mother coordinators or those who have been room mothers to come together to share ideas and information. Please bring any special supplies or names of places or game ideas or notes that you feel will help others. We all have special ways of putting on parties, etc. Let's help one another.

- -

REGISTRATION FORM
PARENT SUPPORT GROUP SPRING SHARING WORKSHOP
May 9, 1986

DUE BY APRIL 23rd

SCHOOL:

NAME:

POSITION:

PHONE #:

I will attend the following sessions (Title):

Return this form to: Parent Support Group, School Community Relations.

(over please)

EARLY CHILDHOOD EDUCATION

Parkway has an Early Childhood Education program aimed at families with children aged birth through three. Some services are also offered to four year olds. This program is basically funded by the state of Missouri, but Parkway has made additional budget commitments to expande the services.

Parkway SCHOOL DISTRICT
455 NORTH WOODS MILL ROAD • CHESTERFIELD, MISSOURI 63017
314-851-8100

October 3, 1985

To: Early Childhood Educators

We would like to bring to your attention an exciting new program, The Parents As Teachers Program, which is beginning in Parkway School District. This program offers information to parents of children, birth to three years of age. The service is voluntary and free, and consists of a series of individual and group meetings.

The program is based on the research and writings of Dr. Burton White. At the meetings, parents are provided with information about their child's growth and development in order to make their job as parents easier and more enjoyable. Parent educators will conduct these meetings and bring in outside speakers on occasions. Vision, hearing, and health screenings will be administered to one and two year olds by a registered nurse.

Previous studies of this type of program have demonstrated that children, whose parents participate, enter school better prepared. We are enclosing a brochure that explains the program. We hope you will share the information with any eligible family. We would be happy to provide additional brochures. Please call at the number below.

There will be an informational meeting about the program on Tuesday, October 22, at 4:00 p.m. in the Board Room at the Parkway School District Administrative Center, 455 North Woods Mill Road. Please respond to Mrs. Steele at 851-8140, if you can participate. We hope you will join us. We are anxious to share details about the program with you.

Sincerely,

Linda Hamberg
Linda Hamberg, Coordinator
Barbara Lewin
Barbara Lewin, Parent Educator
Mary Sue Schlosser
Mary Sue Schlosser, Parent Educator

efs

This was our initial contact with area preschools and community leaders. We have maintained ongoing communication with the attached list of preschools and a resource file on Parkway area preschools and Day Care Centers has been developed for parent use.

FAVORITES FOR TWOS

The following list of "Favorites for Twos" contains materials in various categories designed to offer parents materials to use on a one-to-one basis with their child.

Alexander, Anne	ABC Of Cars And Trucks
Aliki	Hush Little Baby
Andre, Evelyn	Places I Like To Be
Anno, Mitsumasa	Anno's Alphabet
	Anno's Counting Book
Asbjornsen, Peter	The Three Billy Goats Gruff
*Asch, Frank	Just Like Daddy
	The Last Puppy
	Turtle Tale
Barton, Byron	Where's Al?
Basil, Cynthia	Nailheads and Potato Eyes
Berenstain, Stan	Papa's Pizza
Bester, Roger	Guess What?
Birnbaum, Abe	Green Eyes
Bishop, Claire	Twenty Two Bears
Booth, Eugene	At The Fair
	In The Garden
	Under The Ocean
Bornstein, Ruth	Little Gorrilla
Borten, Helen	Do You Hear What I Hear?
	Do You See What I See?
Boynton, Sandra	Hippos Go Berserk
Branley, Franklyn	High Sounds, Low Sounds
Bright, Robert	Me And The Bears
	My Red Umbrella
Brimax Books	Counting Series (Ten Little Ponies, One To Ten)
	First Step Series (Bedtime, Mealtime, Playtime. . .)
	Look At Us
Brittannica	The Colors Book
	The Numbers Book
	The Shapes Book
Broomfield, Robert	The Baby Animal ABC
Brooke, Leslie	Johnny Crow's Garden
Brown	Color Kittens
Brown	The Golden Sleepy Book
*Brown, Margaret Wise	A Child's Good Night Book
	Country Noisy Book
	The Golden Egg Book
	Goodnight Moon
	Nibble, Nibble
	Noisy Book - City
	Quiet Noisy Book
	The Runaway Bunny
*Bruna, Dick	Another Story To Tell
	"B" Is For Bear
	The Fish
	I Can Count
	I Can Dress Myself
	The King
	Miffy At The Beach

	Miffy At The Playground
	Miffy At The Zoo
	Miffy In The Hospital
	The Sailor
	The School
Budney, Blossom	A Kiss Is Round
*Burningham, John	ABC
	The Baby
	The Blanket
	The Cupboard
	The Dog
	The Friend
	The Rabbit
	The School
	The Snow
	Mr. Grumpy's Outing
Caldecott, Randolph	Hey Diddle Diddle Picture Book
*Carle, Eric	All About Arthur
	Do You Want To Be My Friend?
	The Grouchy Ladybug
	Have You Seen My Cat?
	My Very First Book Of Words
	My Very First Book Of Shapes
	My Very First Book Of Colors
	My Very First Book Of Numbers
	1, 2, 3 To The Zoo
	The Very Hungry Caterpillar
Carroll, Ruth	Rolling Downhill
	The Caterpillar Who Turned Into A Butterfly
Cellini	ABC
Charles, Donald	Calico Cat Looks Around
	Calico Cat's Rainbow
	Count On Calico Cat
	Fat, Fat Calico Cat
	Letters From Calico Cat
Chicken Little	Henny Penny
Chwast, Seymour	Still Another Number Book
Corey, Dorothy	You Go Away
Cornelius, Carol	Polka Dots, Checks and Stripes
Crews, Donald	Freight Train
	Light
Curry	An Apple Is Red
Daly, Kathleen	The Home Is Best
Degroat, Diane	Alligator's Toothache
DeRegniers, Beatrice	It Does Not Say Meow
Dunn	Things
Eastman, Philip	The Alphabet Book
	Are You My Mother?
Eichenberg, Fritz	Dancing On The Moon
Emberley, Ed	Wing On A Flea
Falls, C. B.	ABC Book
	The Farmer In The Dell
Federico, Helen	Counting
Feelings, Muriel	Moja Means One
Fisher, Aileen	Cricket In A Thicket
	Feathered Ones And Furry
	In The Woods, In The Meadow, In The Sky

Flack, Marjorie	Angus And The Cat
	Ask Mr. Bear
Freeman, Don	The Chalk Box Story
Freschet, Berniece	Where's Henrietta's Hens?
Freudberg, Judy	Some More Most
Friskey, Margaret	Chicken Little, Count-To-Ten
	Three Sides And The Round One
	What Is The Color Of The Wide, Wide World?
Fujikawa, Gyo	A To Z Picture Book
	Our Best Friends
	Sleepytime
	Surprise, Surprise
Gag, Wanda	ABC Bunny
Galdone, Paul	The Monkey And The Crocodile
	Old Mother Hubbard And Her Dog
	The Three Bears
	Three Billy Goats Gruff
*Ginsburg, Mirra	The Chick And The Duckling
	Kitten From One To Ten
	Three Kittens
	Mushroom In The Rain
	Where Does The Sun Go At Night?
Golden Study Books	I Am A Bunny, I Am A Puppy, I Am A Kitten, What Animals Do, I Am A Mouse, Book Of Counting
Greenaway, Kate	A Apple Pie
Gretz, Suzanna	Teddy Bears 1 To 10
Hefter, Richard	Noses And Toes
	The Strawberry Word Book
	Take Another Look
	Yes And No
Hill, Eric	Spot's First Walk
	Where's Spot?
Hille	Yellow Boat
Hoban, Russell	Bedtime For Frances
	Ten What? A Mystery Counting Book
Hoban, Tana	Circles, Triangles and Squares
	Count And See
	Dig, Drill, Dump And Fill
	Is It Red? Is It Yellow? Is It Blue?
	Look Again
	More Than One
	One Little Kitten
	Over, Under And Through
	Push-Pull-Empty-Full
	Shapes And Things
	Where Is It?
*Hutchins, Pat	Buzz, Buzz, Buzz
	Changes, Changes
	Good Night Owl
	Rosie's Walk
	Titch
Ichikawa, Satomi	Let's Play
Ipcar, Dahlov	Brown Cow Farm
Jaynes, Ruth	Friends, Friends, Friends
Jonas, Ann	When You Were A Baby
Kalan, Robert	Blue Sea

Keats, Ezra Jack	The Snowy Day
Kent, Jack	Supermarket Magic
Krahn, Fernando	Catch That Cat!
Kraus, Robert	Bears
	Herman The Helper
	I'm A Monkey
	Leo The Late Bloomer
	Milton The Early Riser
	Whose Mouse Are You?
*Krauss, Ruth	The Carrot Seed
	Happy Day
Kunhardt, Dorothy	Pat The Bunny
Kuskin, Karla	Roar And More
Lionnni, Leo	Inch By Inch
	Little Blue And Little Yellow
Livermore, Elaine	The Little Book Of Numbers
	Three Little Kittens Lost Their Mittens
Lodge, Bernard	Rhyming Nell
McCord, David	Everytime I Climb A Tree
McGill-Frazen, Anne	The Gingerbread Boy
	The Three Bears
McKie, Roy	The Sniff And Tell Riddle Book
McNaught, Harry	Baby Animals
McNaughton, Colin	ABC And 1 2 3
McPhail, David	The Bear's Toothache
Maestro, Betsy	On The Go
	Traffic, A Book Of Opposites
*Maestro, Betsy & Guilio	Where Is My Friend?
Martin, Sarah	The Comic Adventures Of Old Mother Hubbard And Her Dog
Matthiesen, Thomas	ABC - An Alphabet Book
*Mayer, Mercer	A Boy, A Dog, A Frog, And A Friend
	A Boy, A Dog And A Frog
	Frog Goes To Dinner
	Frog, Where Are You?
	Just For You
	One Frog Too Many
	Oops
	There's A Nightmare In My Closet
Meeks, Esther	One Is The Engine
Memling, Carl	Hi, All You Rabbits
Milne, Alan A.	Now We Are Six
	When We Were Very Young
Moncure, Jane	Sound Box Series
	Play With Series
Moore, Lilian	My Big Golden Counting Book
Morgan, Tom	The Building Book
Morris, Terry	Goodnight Dear Monster
MOTHER GOOSE TITLES:	
Battaglia	Mother Goose
Briggs	The Mother Goose Treasury
Chorao	The Baby's Lap Book
De Angeli	Book Of Nursery And Mother Goose Rhymes
Fujikawa	Mother Goose
Opie	The Oxford Dictionary Of Nursery Rhymes
Petersham	The Rooster Crows
Rojankovsky	The Tall Book Of Mother Goose
Rosetti	Sing Song: A Nursery Rhyme Book
Spier	London Bridge Is Falling Down

Tudor	Mother Goose
Wildsmith	Brian Wildsmith's Mother Goose
Wright	The Real Mother Goose
Munari, Bruno	Bruno Munari's ABC
*Nakatani	My Teddy Bear; My Visit To The Farm
Ness, Evaline	Old Mother Hubbard And Her Dog
Nodset, Joan	Who Took The Farmer's Hat?
Nolan, Dennis	Alphabrutes
Ormerod, Jan	Sunshine
Oxenbury, Helen	ABC Of Things
	Dressing, Family, Friends, Playing, Working
Peppe, Rodney	Circus Numbers
	Humpty Dumpty
Pfloog, Jan	Animals On The Farm
	Kittens
	Kittens Are Like That
	Puppies
	Puppies Are Like That
Piatti, Celestino	Animal ABC
*Pienkowski, Jan	Colors
	Shapes
	Sizes
Poluskin, Marie	Who Said Meow?
Potter, Beatrix	Cecily Parsley's Nursery Rhymes
Poulet, Virgniia	Blue Bug And The Bullies
	Blue Bug Series
Reiss, John	Colors; Numbers; Shapes
Rey, Hans	Curious George Learns The Alphabet
*Rice, Eve	Sam Who Never Forgets
Risom, Ole	I Am A Puppy
Rockwell, Anne	The Toolbox; The Supermarket
Rockwell, Harlow	My Dentist; My Doctor
Rojankovsky, Feodor	Animals In The Zoo
	Animals On The Farm
Romanek, Enid	Teddy
Rossetti, Christina	What Is Pink?
Ruben, Patricia	Apples To Zippers?
Russell, Solveig	Lines And Shapes
Scarry, Gale	The Animals Of Farmer Jones
Scarry, Richard	Early Words; I Am A Bunny; Richard Scarry's Lowly Worm Sniffy Book
Schlein, Miriam	Fast Is Not A Ladybug
	Heavy Is A Hippopotamus
	Shapes
Scott, Ann	On Mother's Lap
	Sam
Sendak, Maurice	Alligators All Around; Chicken Soup With Rice; One Was Johnny; Pierre
	Where The Wild Things Are
Shapiro, Linda	Pop-Up Colors; Pop-Up Numbers; Pop-Up Opposites
Shaw, Charles	It Looked Like Spilt Milk
Skaar	What Do Animals Say?

Spier, Peter	Crash, Bang, Boom Fast Slow, High Low Gobble Growl Grunt
Stadler, Jo	Cat At Bat
Sukus, Jan and Dugan, William	The Shopping Book
Tester, Sylvia	Mr. and Mrs. Opposite
Tison, Annette	Adventures Of The Three Colors
Tolstoy, Alexei	The Great Big Enormous Turnip
Ueno, Noriko	Elephant Buttons
Ungerer, Tomi	One, Two, Where's My Shoe? Snail, Where Are You?
Virgin, Anna	Elsa In The Night Elsa's Bears Learn To Paint Elsa's Bears Need The Doctor
Wade, Harlan	Size; Speed; Water
Ward, Leila	I Am Eyes
*Watanabe, Shigeo	How Do I Put It On? What A Good Lunch!
Weisgard, Leonard	My First Picture Book
Wells, Rosemary	Max's First Word Max Series
Wilde	Farm Animals
Wildsmith, Brian	Brian Wildsmith's ABC; 1,2,3's What The Moon Saw
Williams, Garth	Baby Farm Animals The Chicken Book
Winter, Paula	The Bear And The Fly
Youldon, Gillian	Colors; Counting; Numbers; Shapes; Sizes
Zemach, Margot	Hush, Little Baby
Zion, Gene	All Falling Down Harry The Dirty Dog
Zolotow, Charlotte	The Sleepy Book Wake Up And Good Night

*These books specifically recommended by Cindy Barnard, Children's Librarian, Spencer Road Branch Library

READING CLINIC

Parkway's Reading Clinic provides a variety of services to students. In order to better communicate with parents, the clinic sends out a monthly newsletter for families of students kindergarten through second grade.

ALL ABOARD FOR READING

ALL ABOARD FOR READING is distributed monthly to parents of Parkway School District students in Grades K-2 to encourage parent involvement in the reading experience. ALL ABOARD FOR READING is written by Parkway teachers and published by the Parkway Reading Center, Marti Sellenriek, Director.

FEBRUARY, 1987

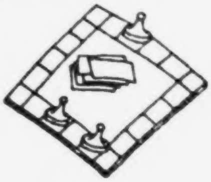
VOLUME I, NO. 6

Here and There

Film Series, County Library:
Tesson Ferry Branch, Saturdays, 4:00 P.M., 843-0560
Cliff Cave Branch, Saturdays, 2:00 P.M., 487-6003
Rock Road Branch, every other Monday, 7:00 P.M., 429-5116; Feb. 9: A Goofy Look at Valentine's Day
Grand Glaize County Library, Feb. 6, 7:00 P.M., Bedtime Stories (wear pajamas)
UMSL Parent/Child Classes, 4 Saturdays, 553-5961: Tell Me a Story; Footlight Follies; Fossils and Critters
Missouri Historical Society, Saturday programs at 10:30, ages 6-13, 361-9265
Kinder Conzert Series, "Dandy Yankee Doodle," Mar. 3-5, 533-2500, Ext. 292
Black Heritage Month, Jefferson Memorial, Folklorist/Storytelling Feb. 3-7, 425-4465

TIME TOGETHER

Games we play with our children need not always be "educational." There is nothing wrong with enjoying a family game just for the pleasure of time together.



Many games are available for children ages 5-8. Lessons indirectly "caught" from this very special game time and the laughter shared will melt away many tensions, troubles, and concerns.

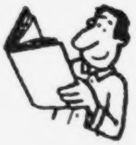
If possible, have your child read the directions, always helping with the "hard words." If there are questions about what the directions mean, encourage your child to think of possible meanings, asking what makes the most sense in this situation. Encourage your child to try one or two of the most likely meanings. And remind your child to stick to the rules; they are the same for everyone. ENJOY!

FACTS AND FINDINGS

Early readers experience five common practices in their environment, as cited by Linda Leonard Lamme, University of Florida. These factors are worth considering in promoting reading development:

1) The child receives one-to-one reading attention, preferably with no more than two or three other people present.

2) The child receives personalized, responsive instruction from an adult who knows him well.



3) The child participates in "whole language" experiences, learning to read by being read to, by noticing print in the environment, and by attempting to communicate through writing.

4) At home the child is in control of the learning situation, usually selecting or requesting certain books and deciding when and what will be written.

5) The child observes modeling at home such as parents/siblings reading and writing for enjoyment and purpose.

Book Beat

SOMEDAY MY MOTHER AND FATHER ARE GOING TO SAY, "WHY ARE YOU GOING TO BED SO EARLY?" This quote from the book SOMEDAY is one of the many child-oriented thoughts expressed by author Charlotte Zolotow in her books. She writes about the everyday dreams and experiences of a young child's world.

Zolotow describes her writing as a "double exposer" - blending adult awareness and her recollection of life as a child. The Quarelling Book, William's Doll, and When I Have a Little Girl are only a few of the sixty-plus books written by Charlotte Zolotow. Be sure and check your library for additional titles.

CONTRIBUTORS: Joyce Alexander Ruth Harbaugh Rita Mendelson Trudy Phillips Judith Sims

PARENT VOLUNTEER PROGRAMS-READING PROGRAMS K-6

Following are various program suggestions from one elementary school in Parkway, Highcroft Ridge, a 1986 recipient of the National Exemplary School Award.

This section includes programs specifically for reading and some comprehensive volunteer opportunities.

THE LIBRARY PROGRAM

We at Highcroft are blessed with a beautiful library and a fantastic librarian and library aide. Though extremely busy ladies, they always have time to stop and get you what you need to have. You have but to tell them that you need a book, record, or picture on whatever subject, and they move heaven and earth to find it for you. They see that the audio-visual equipment is kept in working order and that you have it when you need it. The librarian is in charge of ordering all new audio-visual equipment as well as seeing that the old is maintained. She goes into the classrooms to teach library skills. She reads to children in the library (seated in her rocking chair with the children clustered around her.)

The library setting is beautiful. There is a little cave at the end of the room where the easy books are kept. Stuffed animals of storybook characters adorn the shelves. There is an old bathtub (clawfoot kind) with pillows in it for comfortable and fun reading. There is a buggy seat, old wooden students desks, plants, statues, student science displays and on and on.

The librarian is a wealth of information and an extremely important resource for all of the staff.

THE LIBRARY PROGRAM (continued)

Publishing House

The Publishing House is a volunteer program which assists children (grades 1-6) who wish to write a book. Parent volunteers help, if needed, develop the story; the children illustrate the books; and then the child's story is typed and bound by the volunteers for the children to keep and take home. Over 80% of our children have participated in this program. These books then become part of a home library.

Sixth Grade Books

Each year our sixth grade students write and illustrate picture books which are then presented to the school library. The students bind their own books with professional materials. These "handmade books" are eagerly awaited each spring by the younger students and soon become the most popular books in the Picture Book section of the library.

Slides

Throughout the year, a photographic record is made of most school activities. We try to include as many pictures of students and teachers as possible. Our school has slides from our opening day of school (1977) to the present.

THE READING PROGRAM

Reading Program

All Read

Each Thursday afternoon, everyone in the building participates in our All Read Program. All Read is a quiet time, lasting about 20 minutes, before the end of school. Primary and intermediate teachers may read to the class or students may read silently to themselves. Older students frequently read to younger students. Our total staff has a commitment to this program.

Teachers Read to Kids

Our classroom teachers and support staff have a strong commitment to read to the students on a daily basis. This activity is part of the classroom's schedule and children look forward to this time each day.

Love Groups

Love groups are an integral part of our All-Read program. Throughout the year, aides, secretaries, principal, specialists, art, librarian, p.e., etc., can be seen reading with small groups of children during All-Read time. This enables more children to have a small group (6-8) relationship with an adult in the school home. Groups are flexible in time length running between 10 weeks to a complete year. (The counselor sets up the love groups.)

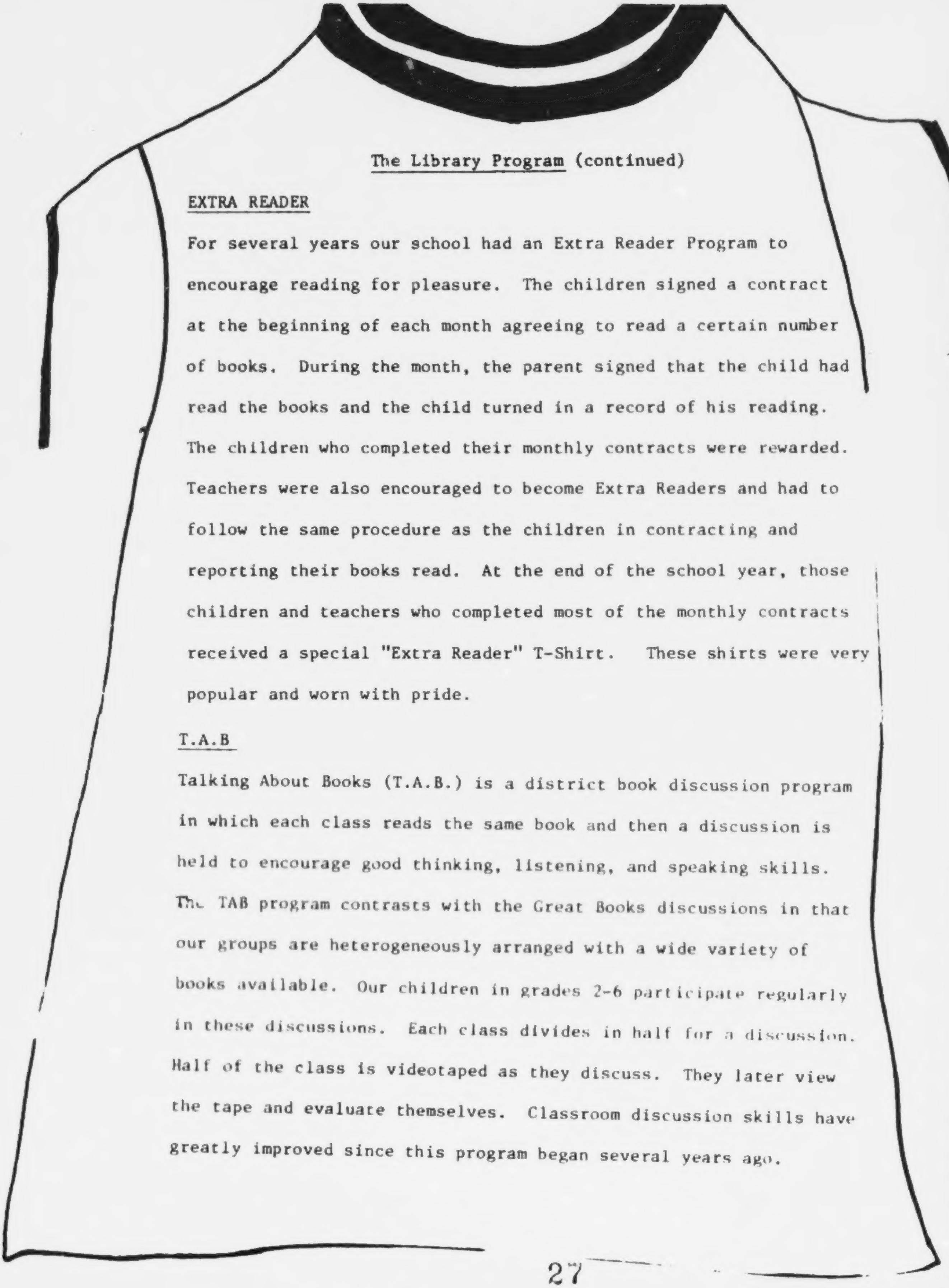
(continued)

Calendar Clue - Super Sleuth

There are two weekly games played in the library to encourage students to do research. These games are Super Sleuth (for students in grades 2-4) and Calendar Clue (for grades 5 and 6.) Daily clues are posted on the calendar with successive clues becoming easier each day. Points are given for correct answers with weekly and then semester winners. Students are encouraged to research their answers and not guess and are allowed to turn in just one answer per week. The reference part of the library gets a real workout when the students are hunting for answers! Some teachers have also become Calendar Clue participants and now have their own competition.

Visiting Authors

Our school has on several occasions had authors visit with the children. In advance of their coming, the students read the author's work and prepared questions so that they would be very familiar with the author's writing. We have also had several storytellers who entertained the children. Two professional storytellers followed their presentations with a workshop for teachers. Teacher participation in storytelling was encouraged. As a result, several of our teachers are now trying storytelling with their classrooms.



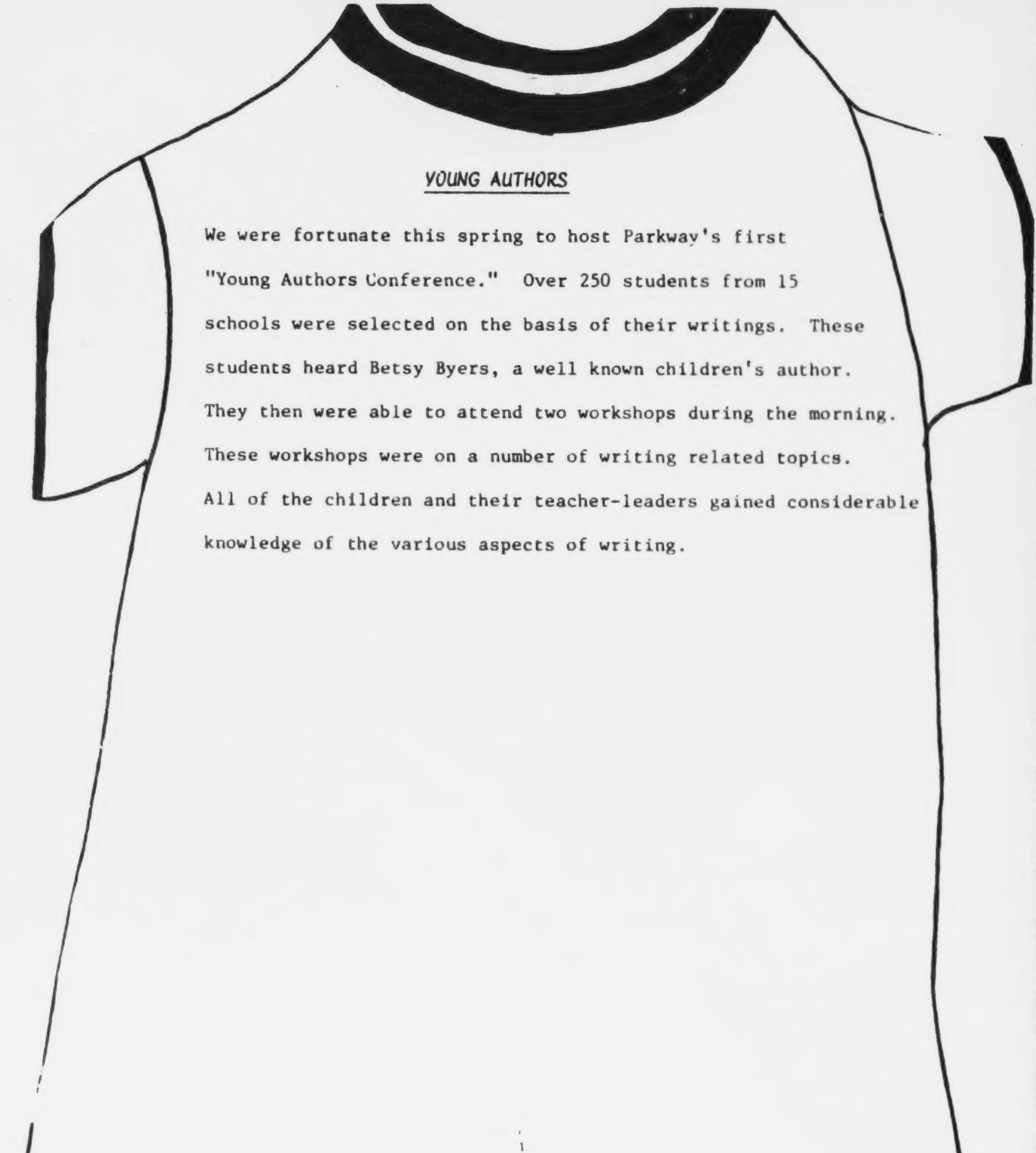
The Library Program (continued)

EXTRA READER

For several years our school had an Extra Reader Program to encourage reading for pleasure. The children signed a contract at the beginning of each month agreeing to read a certain number of books. During the month, the parent signed that the child had read the books and the child turned in a record of his reading. The children who completed their monthly contracts were rewarded. Teachers were also encouraged to become Extra Readers and had to follow the same procedure as the children in contracting and reporting their books read. At the end of the school year, those children and teachers who completed most of the monthly contracts received a special "Extra Reader" T-Shirt. These shirts were very popular and worn with pride.

T.A.B

Talking About Books (T.A.B.) is a district book discussion program in which each class reads the same book and then a discussion is held to encourage good thinking, listening, and speaking skills. The TAB program contrasts with the Great Books discussions in that our groups are heterogeneously arranged with a wide variety of books available. Our children in grades 2-6 participate regularly in these discussions. Each class divides in half for a discussion. Half of the class is videotaped as they discuss. They later view the tape and evaluate themselves. Classroom discussion skills have greatly improved since this program began several years ago.



YOUNG AUTHORS

We were fortunate this spring to host Parkway's first "Young Authors Conference." Over 250 students from 15 schools were selected on the basis of their writings. These students heard Betsy Byers, a well known children's author. They then were able to attend two workshops during the morning. These workshops were on a number of writing related topics. All of the children and their teacher-leaders gained considerable knowledge of the various aspects of writing.

NOVEMBER FUN

First graders may enjoy doing some or all of these activities at home.

1. Write all of the words that rhyme with "at".
2. In a magazine cut out pictures of things that are hot.
3. Practice writing your ABC's in your best writing.
4. Read Father Fox's Penny Rhymes by Clyde Watson or a book of your choice.
5. I am tall and made of wood. Apples grow on me. What am I?
6. Can you say 5 words that begin with "st"?
7. Unscramble this sentence - greatest are the You!
8. Do something special for your mom today.
9. Read I Know A Lot of Things by Ann Rand & Paul Rand or a book of your choice.
10. Look in the mirror and say 5 nice things about yourself.
11. Draw a picture of how you will dress in the winter.
12. What rhymes with "in"?
13. I am a bird. People say that I say "Gobble Gobble". Who am I?
14. Print your name neatly 3 times.
15. Count all of the trees in your yard. Draw a picture of your favorite.
16. Say the names of the days of the week. How many days start with the letter "s"?
17. Read Fresh Cider and Pie by Franz Branderberg or a book of your choice.
18. Name 10 fruits. What is your favorite?
19. Try to find words that rhyme with your name or nickname.
20. Tell your Mom 5 words that start with the letters "th".
21. Create a fall picture using squares, rectangles, circles, and triangles.
22. How many words can you make using the letters in the words Happy Thanksgiving?
23. Draw a picture of all the things you are thankful for.
24. Name 3 words that rhyme with "Thank".

25. Draw a picture of all the things you ate on Thanksgiving.

26. In a magazine, cut out pictures of things made out of wood.

27. Unscramble this - nice you think are really I.

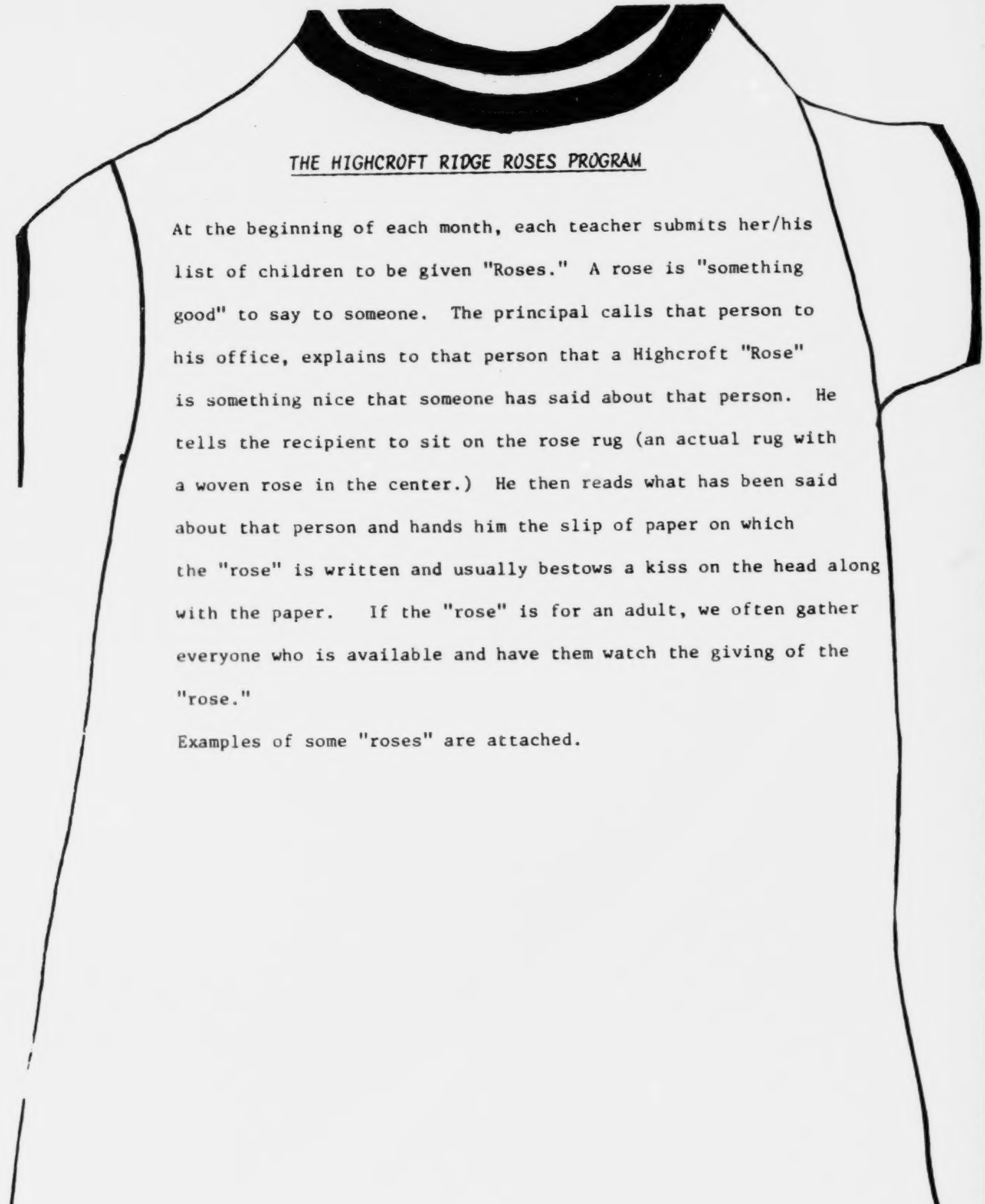
28. Do something special for your Dad today.

29. Read Mr. Tall and Mr. Small by Barbara Brenner or a book of your choice.

30. In a magazine cut out pictures of toys and paste them down on paper.

November, 1984

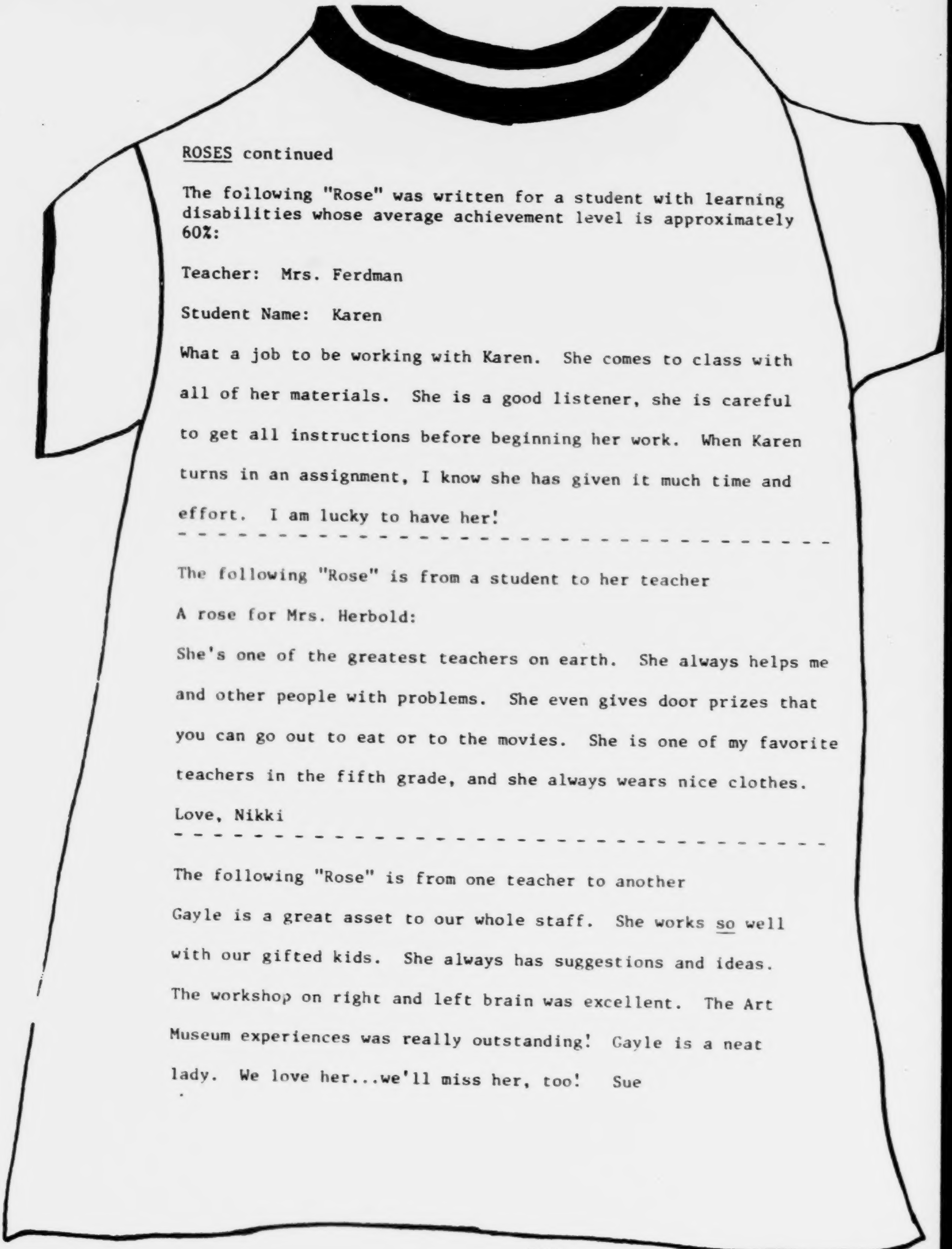
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2 No School
5 We had so much fun making large scarecrows.	6 Election Day. We voted for the Turkey Person of the month. Mike King won.	7 In Science we began our unit about Solids. We began to compare items and to talk about differences.	8 Today we did Power Writing. It was our first time. We did a great job!	9 No School
12 In Math we made up story problems and wrote the equations and sums.	13 Zachary Withers and Chris Rutherford read neat books to us today.	14 There were 36 items brought in for short a vowel day. What fun!	15 We made our Indian headbands and earned feathers for knowing important information.	16 We took our first spelling test with dictation. We did a super job.
19 In Math we used our sticks to find all the combinations for 6, 7, 8 and 9!	20 Our thanksgiving feast was so great.	21 We loved doing Spelling Art.	22 Happy Thanksgiving	23
26 Today we learned how to play sparkle spelling.	27 In science we studied about objects being rough and smooth.	28 In Math we began learning about subtraction.	29 We loved the book entitled, A Giraffe and a Half	30 What fun we had making elves today!



THE HIGHCROFT RIDGE ROSES PROGRAM

At the beginning of each month, each teacher submits her/his list of children to be given "Roses." A rose is "something good" to say to someone. The principal calls that person to his office, explains to that person that a Highcroft "Rose" is something nice that someone has said about that person. He tells the recipient to sit on the rose rug (an actual rug with a woven rose in the center.) He then reads what has been said about that person and hands him the slip of paper on which the "rose" is written and usually bestows a kiss on the head along with the paper. If the "rose" is for an adult, we often gather everyone who is available and have them watch the giving of the "rose."

Examples of some "roses" are attached.



ROSES continued

The following "Rose" was written for a student with learning disabilities whose average achievement level is approximately 60%:

Teacher: Mrs. Ferdman

Student Name: Karen

What a job to be working with Karen. She comes to class with all of her materials. She is a good listener, she is careful to get all instructions before beginning her work. When Karen turns in an assignment, I know she has given it much time and effort. I am lucky to have her!

The following "Rose" is from a student to her teacher

A rose for Mrs. Herbold:

She's one of the greatest teachers on earth. She always helps me and other people with problems. She even gives door prizes that you can go out to eat or to the movies. She is one of my favorite teachers in the fifth grade, and she always wears nice clothes.

Love, Nikki

The following "Rose" is from one teacher to another

Gayle is a great asset to our whole staff. She works so well with our gifted kids. She always has suggestions and ideas. The workshop on right and left brain was excellent. The Art Museum experiences was really outstanding! Gayle is a neat lady. We love her...we'll miss her, too! Sue

ROSES (continued)

Teacher: Susan Boehme, 1st

Student Name: Pat Morici

Pat is a super guy! He finds so many ways to be kind and understanding that I can't even keep up with him. If I had a little boy, I would want him to be like Pat. He is hard to beat!!

Teacher: Arlene Spector , 6th

Student Name: Jennifer DeJohn

Jennifer has been working hard to improve her class participation and test scores in science and social studies. She has done well and is as pleased with her success as I am. She has really grown in so many ways this year and I'm glad she has been a part of my classroom.

Teacher: Stone, P.M. Kdg.

Student Name: Stepahnie Finkelstein

Stephanie is such a thoughtful young lady. She always cleans up after herself and organizes her things so well. I appreciate how considerate she is of others. She often commends other children on a job well done. I enjoy her ideas and her efforts.

Teacher: Nance Roth, 3rd

Student: Megan Dumont

Megan is a very special young lady. She really works hard to please in all that she does. I'm so proud of the fine job she did in the play! She is growing and changing and has become a very fine person.

P.I.E.

This is a partnership between school, home and community. The goal of the project is to provide the best educational opportunities for our children.

All of us are teachers, teachers in the classroom and teachers in our homes. The P.I.E. program will offer school activities for the family as well as suggested activities to enrich family times together. The activities for the home come in the form of a recipe card to be kept in the P.I.E. box your child brought home. Each month 4 or 5 activities will come in the school newsletter. These are some ideas for family togetherness. Our goal is for Highcroft families to experience some or all of the activities. In our hurried lives, our family time together sometimes gets overlooked and this is an attempt to offer suggestions for positive and rewarding family times. Afterall, our children will grow up and parent as they have learned from you, so let's give our children valuable tools and special memories that will help them grow into confident and positive persons.

PLEASE BE A PIECE OF OUR HIGHCROFT P.I.E.!

P.I.E.
PARTNERS IN EDUCATION

The partnership at H.R. began about 7 1/2 years ago. The building was not finished and yet the principal and staff were in the homes of our families laying the groundwork for an effective school.

Let me refelct on our beginnings to help you understand the planning and the communication that goes into building a strong bond between school and community

1. Coffees in families homes (25-30 homes)
    - Starting philosophy (whole child) and expectations
    - Getting a feel for needs of parents
    - Opening communication channels
2. Staff development and planning COMMUNICATION
    - Happy Calls-positive
    - Family open house
    - Guideline books (K-6th and general information)
    - Contact with parents other than conferences-notes or phone calls-positive and calls of concern
    - Goal of staff and committment
3. Identification and communication with interested parents
    - To set up programs such as
        - room mothers
        - P.S.O. Goals
        - Volunteer Programs-clerical and instructional
        - Volunteers in nurses office
        - Volunteers to assist lunch time
        - Volunteers for library
        - Volunteers for Publishing House

Through careful planning/communication and dedicated parents and staff, an effective school has been growing and developing over the past 7 years. Without the commitment of staff and parents, a partnership or any other program cannot be nutured into an effective system.

I refect back on the H.R. beginnings to stress the importance of school climate, because it plays a crucial part in a parent/school/community partnership.

In an article entitled "How to Create a Successful School Community Partnership: by Saundra Gray it states:

> The Gallop Polls of Public Attitudes Toward Schools have repeatedly shown that people are more supportive of social institutions with which thy have direct contact.

When we as parents and teachers want children to experience success in school, it is important for parents to be supportive, involved and informed about their child's experiences.

In an article by Herbert Walberg entitled "Families ans Partners in Educational Productivity" he states:

> In the 12 years of school, each year made up of 180-six-hour days, about 13% of the waking life of the child's 18 years are spent in school. Through the formative years-until the end of high school-parents control 87% of a student's waking time.

If parents and educators cooperate to use this out of school time more effectively, the students will grow into successful, responsible adults.

Partnerships offer an avenue for school, home and community to work jointly for the future success of the child.

We are involved in 4 partnerships at present 1. Centerre Bank 2. Clayton on the Green Nursing Home 3. Maryville College, and the P.I.E. parent partnership. (Charts)

Review Goals and Objectives

> The Logo for the P.I.E. partnership is a circle. The circle is a symbol for never ending. The primary colors, red, yellow, and blue signify the beginnings of the growing and learning process for our children.
> The symbols in each slice of the pie stand for home, school and community, our partners in education.

The invitation to parents was presented at the April 1985 P.S.O. meeting.

Activities for the first year included activities for families, children, and staff.

- Open house
- Monthly recipes
- Donuts for Dads
- TV Busters activity
- Family Movie Night
- Mother's Luncheon
- Family Picnic

We at H.R. believe we are involved in the most important job in the world, our partnerships are tools to enhance the education of our children, parents and staff. When we all work as a team, we can all be winners and better suited to be successful in the world.

P.I.E.
Partners in Education
Goals

Goal-Enhance the home-school-Maryville College partnerships, and improve the quality of the educational experience for children.

Objectives

1. Develop a set of expectations for parents
2. Develop grade level homework activities for children and thier parents
3. Create and offer a series of parenting conferences for present and future Highcroft parents
    - Mothering conferences
    - Fathering conferences
    - Parenting conferences
4. Create and offer a series of school visitation experiences
    - For present and future parents
    - For Grandparents
    - For persons in the Chesterfield area
    - For members of the Centerre Vista Club
    - For person outside the Chesterfield area
5. Develop a catalog of school/community resources
6. Evaluate and rewrite the Highcroft Ridge Parent Guidelines booklet
7. Continue the "Tell the World Project"
8. Identify special Highcroft Ridge projects

Timeline

Feb. 1985-Feb. 1988

Evaluation

To be developed by task force

P.I.E.
PARTNERS IN EDUCATION

To enhance stronger home/school ties, Highcroft Ridge School is launching our P.I.E. partnership. The goal of the project is to jointly improve the overall quality of education for our children at Highcroft Ridge School.

P.-Participate in our partners in Education project.

Plan time for family enrichment.

Partake in activities planned by parents and staff in a family setting and at school.

Parent the positives through these activities.

I.-Involve the family in quality time.

Invest time and effort in nurturing our children.

Improve self-esteem by working together in the P.I.E. project.

Invite family ideas and share them with other Highcroft Ridge families.

E.-Encourage family participation.

Experience the magic moments of family togetherness.

Enjoy you children, because before you know it they will be parents just like YOU!

Watch for family P.I.E. "recipes" and activities in the Highcroft Ridge newsletter.

PLEASE JOIN US IN OUR P.I.E. FAMILY ADVENTURE!

P.I.E. MONTHY RECIPES

Each month, P.I.E. family recipes will be sent home with the children each month. These recipes will be planned and put together by a committee of parents and several staff members. At the beginning of school, each child made a P.I.E. recipe box to save their recipes for family fun each month. These boxes went home before the open house in September.

The type of recipes that are included in the family file contain a variety of topics, some for children, some for parents and some for the family to do together. These recipes are gathered by staff and parents and then evaluated at a monthly meeting. A decision is made as to what articles will be included for the month. The parent committee then types and puts together these ideas for the children to take home. The recipes are typed on yellow paper, so parents will know at a glance these are family recipes to be filed in the P.I.E. recipe box.

P.I.E. SCHOOL ACTIVITIES

Besides the monthy recipes, P.I.E. offers monthly activities for families to attend. These activities are planned by the P.I.E. steering committee. For the 1985-1986 school year include the following:

Sept.-Open House
Oct. -Donuts for Dads
Nov. -TV Busters Blackout
Jan. -Swap Day
Feb. -TV Busters Blackout
March-Family Movie Night
April -Mother's Lunch
May -School Picnic-Family Square Dance

ACTIVITY SCHEDULE

September	Parents	Sue H. (5)	Edith	
October	Parents	Sue B. (1)	Jane Mc.	
November	Parents	Marilyn C. (2)	Lori B. (5)	Edith
December	Parents	Dave D.	Joan C. (6)	
January	Parents	Saundra L. (K)	Carol S.	
February	Parents	Peggy R. (4)	Raizell	
March	Parents	Karen P. (3)	Barb Radtke	
April	Parents	Arlene S. (6)	Rochelle F. (2)	
May	Parents	Sally C. (1)	Judy B. (3)	Donna W. (5)

If you are unable to attend selection meeting, contact an alternate to take your place.

Dana J.
Betty Brittain
Marianna O.
Bev D.
Linda K.
Daphne W.
Dave Z.
Joyce E.
Mary K.
Joy K.
Carol R.
Mark M.
Betty Bowlin

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P. I. E. SCHEDULE FOR 1985-86

September	Kick-Off Pie Social & Open House-PSO & Staff
October	Donuts for Dads Sue & Peggy Sally, 3rd & 5th
November	Blackout Night-TV Buster Stickers-Committee
December	Make & Take Game as Family Gift-Ray & Edith
January	Swap Day-Freaky Friday-Parents &Committee Blackout Night-Parents Responsible
February	Parents Night Out-PSO
March	Family Movie Night-PSO & Staff
April	Mother's Lunch-Committee
May	Square Dance-Joyce, Dave, Mark, PSO, Ray, Mary, Ruth & Mary L.
Newsletter	Nance & Diane H.

Parkway SCHOOL DISTRICT

Highcroft Ridge

RICHARD OVERFELT, Principal
532-0700

15380 Highcroft Drive
Chesterfield, Missouri 63017

Aug. 30, 1985

Dear Parents:

Open House will be Sept. 12, from 6:00-8:00. It will be an exciting event in the life of Highcroft students, faculty and parents.

Open House is a time of getting acquainted, a time of seeing the physical setting or school home of your child for the coming year. It is a time to meet your child's teachers. This is a relaxed, informal, fun time. It is NOT a time of discussing your childs progress, etc. As always, if you feel the need to talk with your child's teacher, call or send a note asking for an appointment. We will not be discussing the new report card at that time as we will be going into that in some detail at the grade level meetings.

We will be having pie to eat and will be learning about the new and exciting P.I.E. program. P.I.E. stands for Partners in Education.

We are looking forward to another GREAT year and can hardly wait to see you at Open House.

You will find some very important papers attached to this letter. One deals with the new PARKWAY DISCIPLINE and the other with some important changes in lunch and other things you need to know.

Sincerely,

Richard Overfelt

Richard Overfelt

Original Highcroft Recipe
for PIE

Ingredients:

- Family
- School
- Community

Directions:

Crust

Blend the Highcroft staff, add ideas, support, caring and love. Shape into large circle and fit into pie pan (be sure to allow for flexibility).

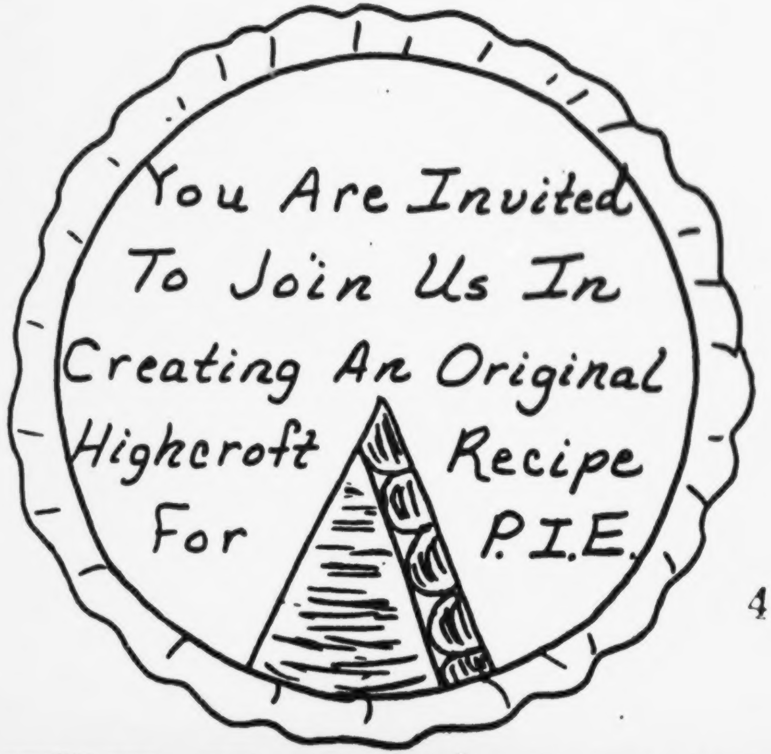
Filling:

Combine all family members. Stir thoroughly, blending with love, time, patience and understanding. Carefully pour into prepared pie shell.

Topping:

Sprinkle liberally with community involvement, support and time.

Bake with high degree of love for the next 365 days. (DO NOT ALLOW TO COOL)


You Are Invited
To Join Us In
Creating An Original
Highcroft Recipe
For P.I.E.

Parkway SCHOOL DISTRICT

Highcroft Ridge

RICHARD OVERFELT, Principal
532-0700

15380 Highcroft Drive
Chesterfield, Missouri 63017

Sept. 9, 1985

Dear Parents:

Welcome to the '85-86 school year at Highcroft Ridge! Our annual Open House will be held Thursday, Sept. 12, from 6:00-8:00 p.m. Your entire family is welcome. The P.S.O. (Parent Staff Organization) will hold the yearly membership drive during Open House. A family membership will be $2.00. Part of this money will enable each family to receive a student directory called the "Buzz Book" and enable the school to purchase extra educational items. Some of the items purchased with P.S.O. money last year were:

Printing of the Buzz Book

Contributed to the purchase of an Apple Computer

Contributed to the purchase of materials for birthday swing

Purchased live animals and animal food for classrooms

Muny Student Theater Project

Pumpkins for Pumpkin Run

$100 to Richard Overfelt Scholarship Fund at Northeast Mo. State Univ.

Anatonie Anne (to teach C.P.R. instruction)

Kick-off of Dial Safe Program

We are in the process of organizing our Dial Safe Program for the '85-86 school year. The goal of Dial Safe is to inform participating parents if their child does not arrive at school. An additional $3.00 will be assessed to participating families to sponsor the Dial Safe program. More detailed information about the assessment and the program will be coming to you soon.

To kick off the P.I.E. program, be sure to enjoy a piece of pie in your child's classroom. We hope you will all become Partners In Education.

Please join the P.S.O. on Sept. 12 at the Open House so we can continue to help Highcroft Ridge Elementary School and ultimately our children. Tables to collect dues can be found at each grade level. Remember one fee per family.

Thank you,

Debbie McConnell
Membership Chairman

Dear Parents:

We need pies for Open House to help kick-off our Partners In Education (P.I.E.) project.

Be a P.I.E. partner, by contributing a pie for Open House on Sept. 12. This pie can be baked, purchased, or borrowed.

Please return form below by Tues., Sept. 10.

Please have pies at school by 2:00 p.m., Thurs., Sept. 12.

Thank you "berry" much.

Sincerely,

The P.I.E. Committee

The______________________family will contribute __________pie. (s)

Dear Parents:

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Thank you "berry" much.

Sincerely,

The P.I.E. Committee

The__________________________family will contribute ______pie.(s)

P.I.E.
PARTNERS IN EDUCATION

Our P.I.E. project is off to a good start! Our kickoff at the Open House was a great success, thanks to many families and staff who donated all those delicious pies.

Our parent selection committee, made up of Helen Guerkink, Jeanne Kilgore, Darwin Martin and Carol Ziemann and Highcroft staff members are hard at work selecting monthly P.I.E. recipes for our families. As "partners in education," any time you and your family have an activity you enjoy, please share it with our P.I.E. committee by placing your "family recipe" in the P.I.E. box in the office.

Donuts for Dads (Fill in information about activity.)

The November activity will be a black out night where those families who participate will turn off the T.V. for one evening. Those families will be able to display a special poster in their window to show your participation in the activity and our children will be recognized by a special name tage they can wear to show their accomplishment. We hope your family will take on the T.V. black out challenge. Information about the challenge will be coming soon.

Your continued support and participation in the P.I.E. project is deeply appreciated. Working as partners in this MOST important endeavor will help us all to grow as parents and teachers of our children.

Please share your "family recipe" with the P.I.E. project.

P.I.E. Family Recipe

Name of Activity____

Name of Family____

Describe Acticity_______________________________________

____

____

____

____

____

____

____

Return your "family recipe" to the P.I.E. box in the office.

HIGHCROFT RIDGE

Oct. 11, 1985

DEAR HIGHCROFT RIDGE DADS:

PLEASE MARK YOU CALENDARS FOR A VERY IMPORTANT
"HAPPENING."

On Oct. 24 at 7:00-8:15 a.m. you will be invited to stop by Highcroft and have donuts with the staff. You will be receiving a "formal" invitation from your child but we wanted to prepare you ahead of time so you could build time into your hectic schedules.

We want you to know that DADS are considered a VERY IMPORTANT part of the Highcroft Ridge family.

This will be just a little sharing time for the staff and the dads. The children will be excited about it and you will be glad you came.

This is only for the dads this time. The children get to stay home with mom until time to come to school.

It will be a fun time and we are looking forward to meeting all of you.

Sincerely,

Richard Overfelt

A GREAT PLACE TO GROW

DONUTS FOR DADS

Please remember "Donuts for Dads" on Thursday, October 24th. Drop by Highcroft for donuts and coffee anytime between 7:00 - 8:00 a.m. We hope you come to enjoy some "down-home" hospitality!!

TV-BLACKOUT NIGHT

NOVEMBER PIE ACTIVITY

OUR NOVEMBER PIE (PARTNERS IN EDUCATION) ACTIVITY WILL BE A CHALLENGE FOR THE ENTIRE FAMILY. EACH FAMILY THAT DECIDES TO TAKE THE CHALLENGE WILL CHOSE ONE NIGHT TO GIVE UP TELEVISION DURING THE TV-BLACKOUT WEEK, NOVEMBER 20-26. TO MAKE THAT NIGHT ESPECIALLY FUN, IT IS RECOMMENDED THAT THE FAMILY PLAN AN ALTERNATIVE TO TELEVISION. YOU MIGHT DECIDE TO PLAY GAMES, READ BOOKS, WORK ON HOBBIES, BAKE COOKIES, OR EVEN GO SOMEPLACE SPECIAL. (AS LONG AS THE SOMEPLACE SPECIAL DOESN'T MEAN THE TV DEPARTMENT OF FAMOUS BARR!) SO GET THE HOMEWORK DONE EARLY, FINISH UP THE DISHES QUICKLY, AND HAVE AN ENJOYABLE EVENING.

THE REWARD IN THIS ACTIVITY WILL NOT ONLY BE FAMILY TOGETHERNESS. EACH HIGHCROFT CHILD WHO PARTICIPATES WILL BE GIVEN A TV-BUSTER POSTER TO PUT IN HIS WINDOW, AS WELL AS A SPECIAL TV-BUSTER NAME TAG TO SHOW THAT HIS FAMILY PARTICIPATED IN THIS PROJECT. CHOSE WHICHEVER NIGHT IS MOST CONVENIENT FOR YOUR FAMILY FROM WEDNESDAY, NOVEMBER 20, TO TUESDAY, NOVEMBER 26, AND HAVE A GOOD TIME TOGETHER.

AFTER YOUR FAMILY HAS SUCCEEDED IN THE TV-BLACKOUT CHALLENGE, PLEASE FILL OUT THE FORM BELOW, AND HAVE EACH CHILD RETURN IT TO HIS TEACHER TO RECEIVE HIS POSTER AND HIS NAME TAG.

- - - - - - - - - -

WE DID IT! WE ACCEPTED THE TV-BLACKOUT CHALLENGE AND WE WERE SUCCESSFUL!

DATE OF BLACKOUT ______________________

FAMILY NAME ______________________

SIGNATURE OF EACH PARTICIPANT (PARENTS & CHILDREN) ______________________

____

____

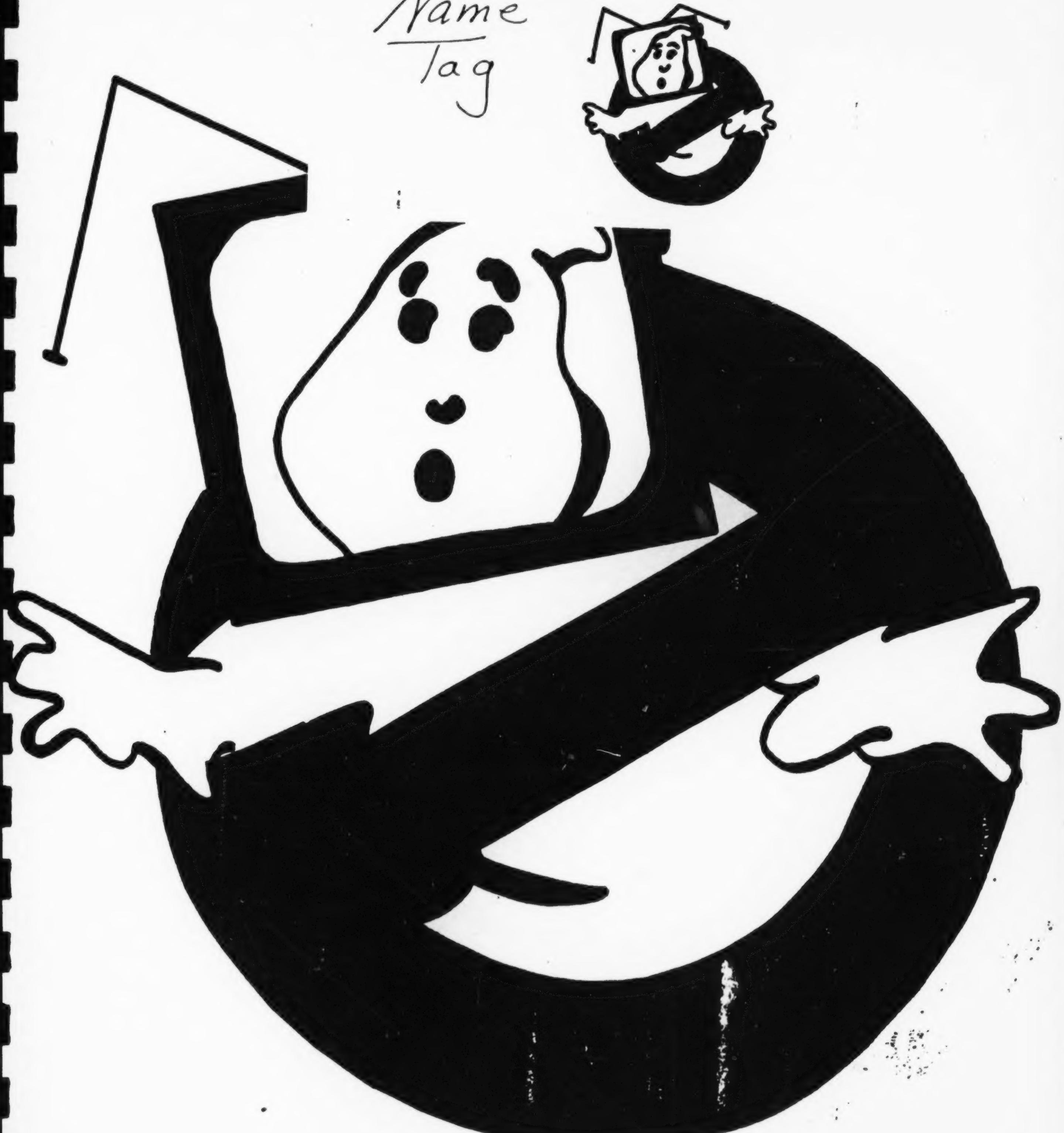
____

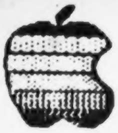
____

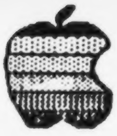
MY FAMILY'S ALTERNATIVE TO TV ______________________

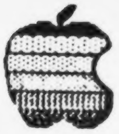
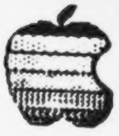
____

Name
Tag







P.I.E. SWAP DAY

PARENTS AND GRANDPARENTS!!!!! We are all teachers! Teachers of our children. This is a chance for you to share in a classroom experience! On January 17, you can swap places with a teacher for a short portion of the afternoon. Come back to school, Highcroft Ridge, and share a story, a recipe, a magic trick, a career, a craft, some family history, or use your imagination!

Each presentation needs to be just 15 minutes in length. We will do this between 1 p.m. and 2:30 p.m. Due to the goal of spreading the talent around to all classrooms, we can't promise room assignments at this time. We will call as soon as everyone is scheduled.

Start the new year out right, share some time with our Highcroft children!!!! PLEASE fill out the form below and return it to school by January 8, 1986. We can't wait to hear from you.

REMEMBER, TIME INVESTED IN OUR CHILDREN IS TIME WELL SPENT!

- -

Name: ____

Phone: _____________________________

Child's Grade and Teacher: _____________________________

Swap Presentation: ______________________________________

THANK YOU!!!!!!!

P.I.E. SWAP DAY

On January 17, 1986, Highcroft Ridge experienced our first caring and sharing Swap Day. The response to our request for parents, grandparents and great grandparents was terrific. Thirty-three people were eagar to share their time and talents with our students.

On this very special day, the afternoon was turned over to our guests to share, stories, careers, games, crafts, hobbies, and experiences with the children. Each participant had fifteen miniutes for sharing.

The children and the staff wish to thank all the participants for their time and interesting topics presented. With the success of this Swap Day, we will be planning another in the future. As "partners in education," we hope that you will join in this caring and sharing experience.

Hot Line Reporter 1986

Parkway SCHOOL DISTRICT

Highcroft Ridge

RICHARD OVERFELT, Principal
532-0700

15380 Highcroft Drive
Chesterfield, Missouri 63017

TV-BLACKOUT NIGHT

FEBRUARY PIE ACTIVITY

Again we challenge your family to a T.V. Blackout Night. Each family that decides to take the challenge will choose one night to give up T.V. during the week of March 3-7. It may be the time for your family to plan spring activities or a summer vacation. The evening may be a game night, a hobby night or just a night where the family does something special.

Each Highcroft child who participates will be given a T.V. Buster name tag and poster to display in their front window to show that their family participated in the project.

Please choose a night that is most convenient for your family from Monday, March 3 to Friday, March 7. When your family has succeeded in the T.V. Blackout Challenge, please fill out the form below and have each child return it to his teacher to receive the T.V. Buster name tag and poster.

- -

We met the CHALLENGE!!

Date of blackout____________________________

Family name________________________________

Signature of each participant
(Parents & Children)

____

____

____

____

____

Our family's alternative to T.V.:____________________________

____

____

P.I.E. FAMILY NIGHT AT THE MOVIES

Thursday, March 13, P.I.E. presents the first Family Night at the Movies. The movie will be Walt Disney's ESCAPE TO WITCH MOUNTAIN. Children MUST be accompanied by at least one parent.

To best accommodate our Highcroft families, we need to know an approximate number of family members attending. If you and your family plan to attend, please fill out the form and return with JUST ONE OF YOUR CHILDREN by Friday, March 7th.

FAMILY NAME ______________________________

NUMBER OF FAMILY MEMBERS ATTENDING ______________________

REMEMBER
ESCAPE TO WITCH MOUNTAIN
MARCH 13, 1986 7:00 PM
FREE TO FAMILIES
HIGHCROFT RIDGE SCHOOL

P.I.E. FAMILY NIGHT AT THE MOVIES

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NUMBER OF FAMILY MEMBERS ATTENDING ______________________

REMEMBER
ESCAPE TO WITCH MOUNTAIN
MARCH 13, 1986 7:00 PM
FREE TO FAMILIES
HIGHCROFT RIDGE SCHOOL

Popcorn for Movie Night

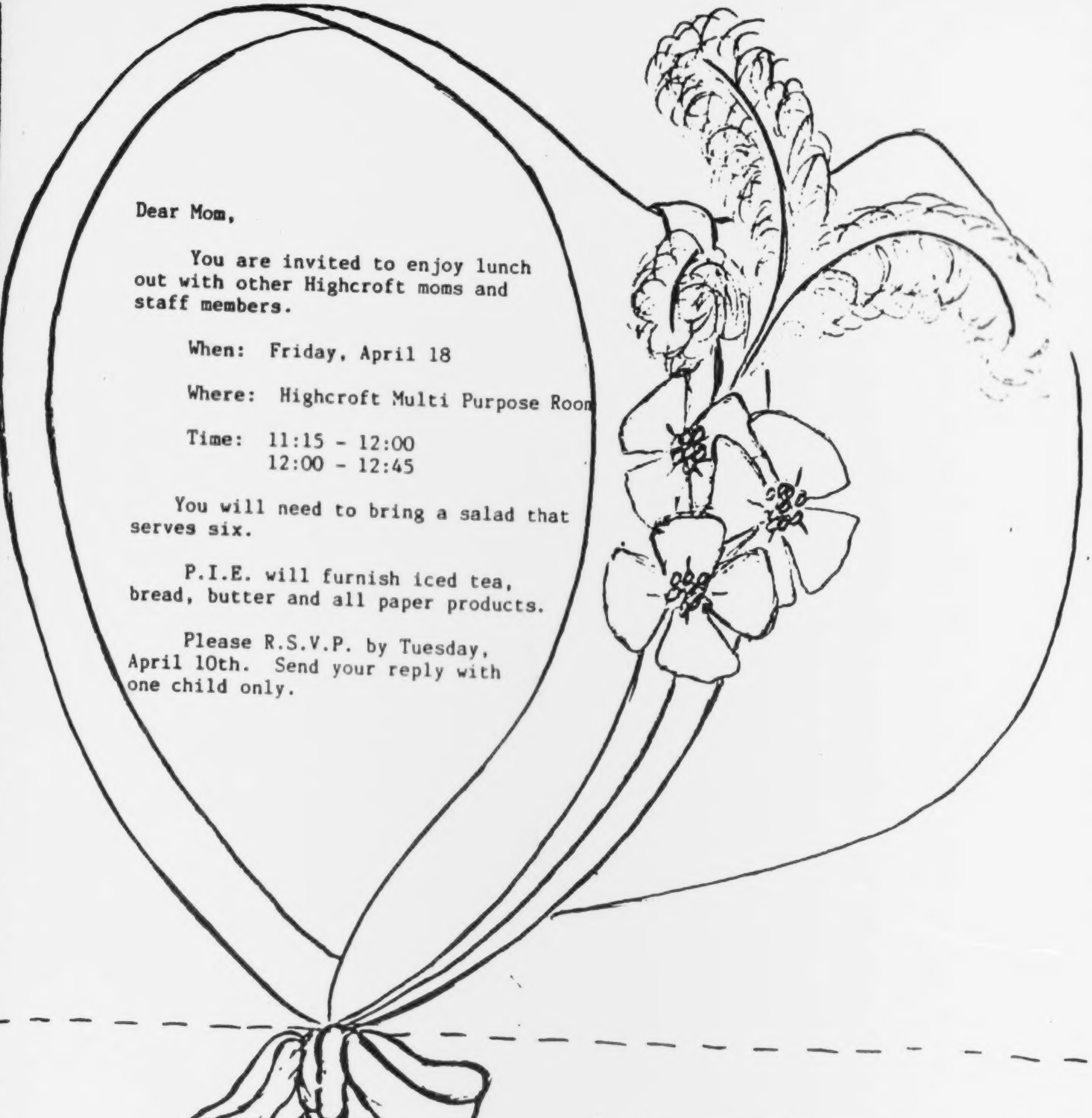
Shirley R.

C.R. Frank Popcorn 436-7700
(near Union Station)
4 lb bag @$5.00 50 - 1 oz servings
$1.70 for 100 paper popcorn bags

Hwy 40 Jefferson Exit
left on Jefferson, right on Market, left at Holiday Inn

Target call a day ahead 391-7500
$15 for a 10 gal trash bag
no bags - suggested using sandwich bags
she doesn't know how many servings in
a 10 gal trash bag

Orange Drink Jane Akers
Concentrate $3.51 makes 30 cups
/case $25 (2)



Dear Mom,

You are invited to enjoy lunch out with other Highcroft moms and staff members.

When: Friday, April 18

Where: Highcroft Multi Purpose Room

Time: 11:15 - 12:00
12:00 - 12:45

You will need to bring a salad that serves six.

P.I.E. will furnish iced tea, bread, butter and all paper products.

Please R.S.V.P. by Tuesday, April 10th. Send your reply with one child only.

I will attend Mom's Lunch Out on April 18th.

I plan to be there at:

________11:15 - 12:00

________12:00 - 12:45

Name____

VEMBER P.I.E.

FOCUS OF THE MONTH

FAMILY GATHERING

NOVEMBER P.I.E

NOVEMBER RECIPE'S

MULLED CIDER

&

INDIAN CORN

Cut on solid lines

Fold on dotted lines

ED CIDER; This spicey hot cider keeps
vbody warm on cold November nights.

redients: 1 quart apple cider or juice
1/2 cup brown sugar
1/2 teaspoon whole cloves
1 small cinnamon stick
1/8 teaspoon salt

Pour the apple cider into a large saucepan.
dd the rest of the ingredients.
. Heat over low heat for 20-30 minutes until the
der starts to simmer. Ladle into mugs and
erve.

NDIAN CORN: Indian corn is always in season, but
s extra nice for fall weather fun.

redients: 10 cups popped popcorn
1/2 cup dried apricots (chop/set
side). Put popcorn in a large roasting pan; keep
rm in a 300 oven.
1 cup packed brown sugar
3/4 cup water
1/4 cup light corn syrup
3/4 teaspoon vinegar

In a small saucepan combine brown sugar, water,
orn syrup, and vinegar. Cook and stir over
ed high till the mixture boils. Cook to 250
hard ball stage) stirring frequently, (15-20 min)
1/2 cup raisins
12 wooden sticks

our mixture over popcorn. Immediately stir in
pricots and raisins. Stir until coated. Using
uttered hands, shape mixture into 4-inch-long
ticks resembling ears of corn. Insert wooden
stick into the end of each.

Cut on solid lines

FOCUS OF THE MONTH:

Family Gathering - Past & Present

Take a few minutes some evening to do one or all of the following activities:

1. Look at photo albums.

2. Write a letter to a relative where each member of the family writes a portion of the letter.

3. Tape a conversation with a relative about past experiences and save as a keepsake for future generations.

4. Look at old family movies, yearbooks, letters, etc.

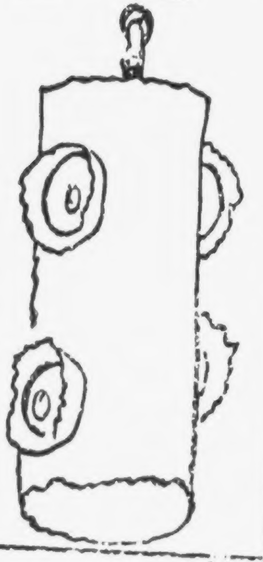
5. Discuss what each family member is thankfu for.

Nov.

OVEMBER P.I.E

FAMILY ACTIVITY

BIRD FEEDERS



NOVEMBER P.I.E

FAMILY OUTING

A LOOK AT THE PAST

Cut on solid lines.

Fold on dotted lines

FAMILY OUTING

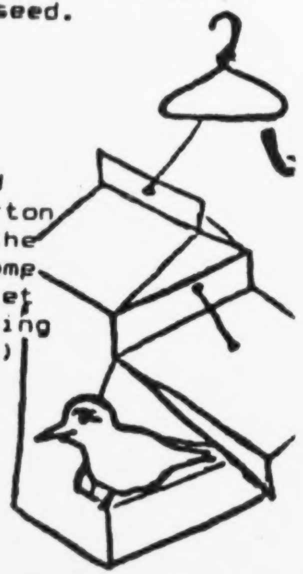
What was happening in the world the day you were born? Wouldn't it be fun to find out? Here's how **to find out.....**

Take a trip to the library and check out the **micro-fiche from the newspaper files** on the day of **each family member's birth.** You'll be able to **find out all kinds of fun and interesting information....What were the major news stories?...**What was the weather?...Who was **President and what were his big concerns?**...What **sports team was having success** - or failure?...Be **sure to check out the ads...**You can bet they'll be **good for a couple of laughs.**

The main branch of the St. Louis County library is **located at** 1640 S. Lindbergh Blvd, just a short **distance south on** Lindbergh off HWY 40.

BIRD FEEDERS:

MILK CARTON FEEDER: 1/2 gallon milk carton, coat **hanger,paper clip, bird seed.**
1. Draw the opening with a pen, then cut it out. The feeder is about 1 1/4 inches deep.
2. The roof is held up with a straightened paper clip pushed through small holes in the carton and bent to hold it. Reseal the carton with a stapler. Make some small holes in the bottom to let rain out. Attach to branch using coat hanger. (See illustration.)



PEANUT BUTTER STICK: six bottle caps, six large carpet tacks, a small log or branch (4-5 inches in diameter), a hammer, nail, and a screw eye.
1. Make holes in the centers of the bottle caps with a small nail. Tack the caps to the stick with large carpet tacks. Hammer a screw eye into the top of the stick. Then screw it in the rest of the way.
2. Fill each bottle cap with peanut butter. Hang the feeder from a branch with a coat hanger hook.

Cut on solid lines

NOVEMBER P.I.E

PARENT'S GUIDE

10 WAYS TO TAME THE TUBE

↑
Cut on solid lines

10 WAYS TO TAME THE TUBE

If you're worried about the effects television may be having on your family, take heart. Experts agree that when used wisely and in moderation, television can be an excellent learning tool and a boost to parent-child communication.

1. Be selective. Have weekly family get-togethers to decide what shows you and your kids want to watch. Turn the TV off when the program is over.

2. Limit TV viewing time. Restrict the time you and your kids watch television to two hours a night. If you have a videocassette recorder, you can tape some good shows that are on when the kids aren't home or on a day when the number of good programs surpasses the time limits you've set.

3. Make TV a family affair. "It's a great chance to enter your children's world without their feeling you're prying," says Nicholas Van Dyck, president of the National Council for Children and Television, a New Jersey-based organization that works with the media to improve children's programming.

4. Get involved. Discuss what you've watched. Ask your kids what they thought of a particular TV character, situation or program. Point out good and bad behaviors, then ask your children how a certain situation could have been handled differently. Peggy Charren, president of the Massachusetts-based Action for Children's Television, suggests using a "booing and applauding" system as a way to counter what you consider to be negative aspects of your kids' favorite shows. Encourage your kids to "boo and applaud" also.

5. Ban TV during dinner. Dinnertime, in many homes, is the only time of the day the family is together. Use this time for discussion and relaxation.

6. Don't plan family routines around the television. Meals, activities and bedtimes should be established by parents, not by what's on TV. Also, don't limit talking time with your children to commercial breaks.

7. TV can be a window on the world. Reinforce your child's interest in television programs with encyclopedia articles or library books that expand on the show's information. Follow up a *Nova* segment on the solar system with a visit to a planetarium, or *Jacques Cousteau* with a trip to an aquarium; watch a sports event one week, then visit the arena or stadium the next. The idea is to help your children relate what they're seeing on TV to what's happening to them and the world around them.

8. Television is not a babysitter. Keep lots of alternate activites—crayons, coloring books, toys, board games—in the TV room. This will give your children a choice of things to do when they're bored and divert attention away from television.

9. Never use TV as a reward or punishment. This elevates the television's importance and isolates your child from the rest of the family—the very thing you don't want to do.

10. Go on a television "fast." Have the family decide on a time period to do without television—a week, a weekend or more—then experiment with new activities to fill the time. You may discover new family interests. Put the TV out of sight so you won't be tempted or reminded of it.

—JUDI DASH

THANK YOU FOR ALL YOUR HELP

P.I.E. COMMITTEE

Dear Parents,

On April 9th the P.S.O. will be sponsoring a Staff Appreciation Week. There will be a variety of things happening during this time - and it is a surprise! The staff knows nothing about our plans at all so please keep our secret. This is our way of saying thank you for all of the professional, personal and caring things our staff members do each day.

We are hoping to involve as many parents as possible. For instance, if you have noticed something nice happen this year, or any time in the past, please take the time to send a personal note to that staff member this week. Just send them with your child. Please feel free to thank more than one staff member. These can arrive any day during the week of April 9-13.

We are also hoping that many of you will stop in at school any time during the school day or in the morning before classes start. Many of our staff members arrive at school around 7:45 a.m. and a visit from some Dad's would be a special treat. During this week short visits are encouraged for all of our parents. Please use this opportunity to tell staff members that you appreciate them.

Please tell the children about this project over the weekend so that they will be part of the surprise. Thank you for your support. If you have any questions please call Diane Huyer at 532-0026 or Carol Witt at 532-6088.

Parent Committee
Staff Appreciation Week

STAFF APPRECIATION WEEK

ITINERARY

THEME: RAINBOW AND "UP WITH HIGHCROFT"

Monday - April 9: Staff will be greeted in the morning with a cloth banner with rainbow motif and staff being the pot of gold at the end of the rainbow. Autograph kit will be given to each staff member. Enclosed 5"x4" card will be on the front of each autograph book.

Tuesday - April 10: Happy Gram to each staff member with a personal greeting. Silk rosebuds with attached card.

Wednesday - April 11: Coupon books given to each child. i.e. One big hug, One good deed, etc. These are to be given by the children to staff members. Colorful helium balloons will be given to each staff member with small heart pasted on by parents that will say "Up, Up With Highcroft".

Thursday - April 12: Each staff member will receive a pin in the shape of an apple with the words Highcroft Ridge on the front and 1984 on the back. These are being made by a Highcroft mom who has a business making dough ornaments.

Friday - April 13: New Highcroft Ridge flag will be presented by the Parent Staff Organization in honor of our staff. All the children (654) will gather to sing the school song. Breakfast type snacks will be available in the morning and such things as vegetable dips, fruit, crackers and cheese will be available in the afternoon.

Each day on the school intercom, we will give an interesting fact about staff members. We want the children to know that staff members haves lives outside of school too! By doing about 12 each day we will cover the entire staff.

We are encouraging parents to come and share positive remarks with staff members during this week.

A hospitality room will be set up each day for visitors.

Dear Students,

This week is STAFF APPRECIATION WEEK at Highcroft Ridge. It is a gift from students and parents to show our staff members how much we care about them. We hope you will try especially hard this week to be helpful Highcroft persons.

We have given each staff person an autograph book. There will be time this week for each of you to sign them. You may sign your name and you may also want to write something nice about that person. You will all want to sign your classroom teacher's book, but don't forget other staff members as well. They would like very much to know you care.

Thank you,

The Parent Committee

STAFF APPRECIATION WEEK

We would like to dedicate this week to our Highcroft Ridge staff. We are so proud of all of you and feel very fortunate to have our children in your care. YOU ARE TERRIFIC!!! There will be some surprises this week that we hope you will enjoy. You are special to us!!!

The Highcroft Ridge Parents and Students

AUTOGRAPH BOOK

INSTRUCTIONS

TO STAFF:

These autograph books are meant to be a personal souvenir for each of you. Please allow students some time during this week to sign these keepsake books. Now, please pass out the instructions for the children. (Some of the primary grades will need some help and we will be in to do that for you). Thank you.

Coupon Books
Explanation

The coupon books belong to each student. Read them and explain student's choice. You may give them to whomever you choose. *Perhaps* to classroom teachers, gym, art or PE teachers, a secretary, lunchroom aid, whoever you choose.

When you give a coupon to someone, it is your promise to do whatever the coupon says. You sign your name where it says from. Put the staff persons name where it says TO. Then when the staff person wants to redeem or collect on her coupon, they'l give it back to you. Then you do whatever your coupon says.

The willing help could be straightening a book shelf, running an errand, whatever the staff person needs to be done.

The cheerful smile is not only a happy face, but maybe a nice word or two. The warm hug is easy to figure out.

The idea is to have fun and to help others to feel good too.

Ask for questions

COUPON BOOKS

DIRECTIONS

The coupon books belong to each student. Read them and then explain the choices. You may give a coupon to anyone. For example you may give one to a classroom teacher, gym or art teacher, or librarian, secretary, custodian, or lunchroom lady.

When a coupon is given to someone, it is your promise to do whatever the coupon says. You sign your name to the coupon. Then the staff person may redeem the coupon and you follow the directions on it.

The willing help could be staightening a book shelf, running an errand or whatever the staff person requests.

The cheerful smile is not only a happy face, but maybe a nice word or two as well. The warm hug is easy to figure out!

The idea is to have fun and to help others to feel good.

STUDENTS: You may give a coupon to any staff member: your classroom teachers, art, gym or music teachers, office staff, custodians, etc. Let's try to include everyone.

Don't forget to redeem them.

OFFICIAL
HIGHCROFT RIDGE COUPON

GOOD FOR:
(student's choice)
TO:
FROM:

OFFICIAL
HIGHCROFT RIDGE COUPON

GOOD FOR:
(student's choice)
TO:
FROM:

OFFICIAL
HIGHCROFT RIDGE COUPON

GOOD FOR:
(student's choice)
TO:
FROM:

OFFICIAL
HIGHCROFT RIDGE COUPON

GOOD FOR:
(student's choice)
TO:
FROM:

OFFICIAL
HIGHCROFT RIDGE COUPON

GOOD FOR: WILLING HELP
TO:
FROM:

OFFICIAL
HIGHCROFT RIDGE COUPON

GOOD FOR: WARM HUG
TO:
FROM:

OFFICIAL
HIGHCROFT RIDGE COUPON

GOOD FOR: WARM HUG
TO:
FROM:

OFFICIAL
HIGHCROFT RIDGE COUPON

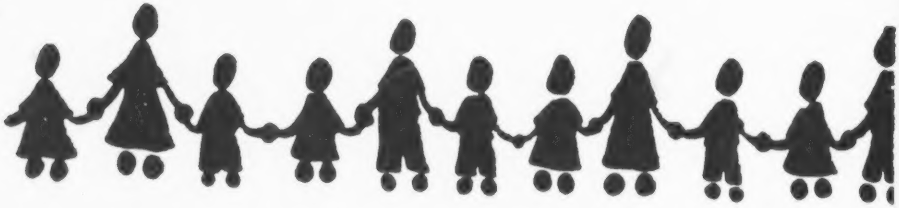
GOOD FOR: CHEERFUL SMILE
TO:
FROM:

OFFICIAL
HIGHCROFT RIDGE COUPON

GOOD FOR: CHEERFUL SMILE
TO:
FROM:

OFFICIAL
HIGHCROFT RIDGE COUPON

GOOD FOR: WILLING HELP
TO:
FROM:



HIGHCROFT'S
HELPING
HANDS

HIGHCROFT RIDGE SCHOOL - "A GREAT PLACE TO GROW"

Please remove this volunteer form and return it to the school office.

Please indicate areas in which you would be willing to give of your time as a volunteer. Mark your choices in order of preference. (first, second, etc.)

Please print.

_____ ART APPRECIATION
Name _________________
Phone _______________

Name of child, grade level
1.__________________________
2.__________________________
3.__________________________

_____ CLERICAL AIDES
For Teachers
1._____ Typing (optional), filing, duplicating
2._____ Cutting, pasting and doing other small tasks
For Office
_______ Duplicating

Name _________________
Phone _______________

Name of child, grade level
1.__________________________
2.__________________________
3.__________________________

_____ INSTRUCTIONAL AIDES
Name _________________
Phone _______________

Name of child, grade level
1.__________________________
2.__________________________
3.__________________________

_____ LIBRARY AIDES
Name _________________ Phone_________________

_____ LUNCH AIDES
Name _________________ Phone_________________

__✓_ NURSES AIDES
Name _________________ Phone_________________

_____ THE PUBLISHING HOUSE

A._____help students write their ideas and then glue their books together (Time required: 2 hours every week)

B._____type the students stories (at school)

C._____make wallpaper book covers and sew inserts. (Materials may be picked up at school and taken home to work on.)

Name _________________ Phone _________________

_____ ROOM MOTHERS
Name _________________
Phone _______________

Name of child, grade level
1. ______________________
2. ______________________
3. ______________________

_____ SPECIAL EVENTS HELPERS (occasional help)
Name _________________ Phone_________________

_____TELEPHONE COMMITTEE
Daytime _____
Evening _____

Name of child, grade level
1. ______________________
2. ______________________
3. ______________________

Name _________________
Phone _______________

_____VOLUNTEER-MOMS' AIDES
Name _________________ Phone_________________

_____MISCELLANEOUS VOLUNTEERS
Name_________________ Phone_________________
Area of interest:

Any questions, contact: Mary Backes 532-1604 or
Betty Brandt 532-4037

WE THANK YOU, HIGHCROFT VOLUNTEERS, FOR ALL YOU DO!!!!!!!!!!

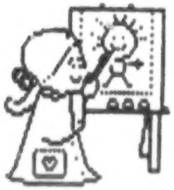
HIGHCROFT RIDGE VOLUNTEER PROGRAM
1985-1986

Dear Parents, Grandparents, and Friends of Highcroft Ridge,

We need you! So many of you have so much to offer. Please help us to help our children by volunteering your time for one or more of these programs.

Please complete the form included with this booklet, and return it to school as soon as you have made your decision. You will be contacted by the program chairman in the fall.

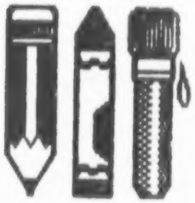
Thank you for volunteering!



ART APPRECIATION

CHAIRMAN NEEDED

The Art Appreciation program at Highcroft makes a cultural contribution to our students. Volunteers, generally known as "picture ladies", bring a scheduled painting or other piece of artwork to the classroom along with information about the artist and content of the work. Our school has a terrific selection of such artwork and information is provided about each artist and painting. The presentation is approximately fifteen minutes long for each classroom on a once a month basis. An appointment for each presentation is made with the classroom teacher. The time commitment involved is relatively short, but the contribution made to the students as well as the rewards to the volunteer are great.



CLERICAL AIDES

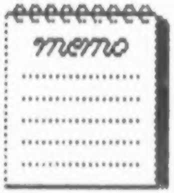
SANDY MERZ
532-2791

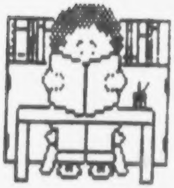
For Teachers:

As a clerical aide the volunteer works for an individual teacher doing a variety of tasks such as typing (optional), filing, cutting, and pasting. The time required is about 2 hours weekly or every other week and can be worked out with the teacher. There is no direct work with the students. As a clerical aide, you will work in a different grade level than your own child. This is a great opportunity to get acquainted with Highcroft's fine teachers.

For Office:

This volunteer would work about a half day per week, doing miscellaneous office duties, including running dittos.





LIBRARY AIDES PEGGY SLY
522-2971

The library volunteer assists the librarian and the library aide. As a library volunteer, one would be responsible for checking books in and out, shelving returned books, filing cards, and various other tasks assigned by the library staff.

Total time involved is three hours a day, morning or afternoon, weekly or on alternate weeks.

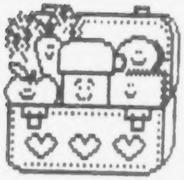
INSTRUCTIONAL AIDE CHAIRMAN NEEDED

Instructional aides help the teacher in any or all subject areas by working with individual or small groups of children, such as:

-reinforcing or reteaching subjects already introduced by the teacher.

-giving special attention to children having problems with certain subjects.

-giving extra attention to reading and writing skills.



LUNCH AIDES

SHARON MORRIS
532-8020

We should be at the table, at the head of the lunch line, ready to take names by 11:30. Arrival at 11:20 is
ample time to get a chair, pencil and records from the office. The last class goes through the line about 12:30. We are free to go when records are returned to the office. Total time involved is about 1 hour and 15 minutes. Usually we work 2 or 3 days a month.

At the table we mark off each child as he/she gives us his name. This way the school knows who ate lunch on which days.

All instructions for marking off names are on the folder where the records are kept. The office ladies and teachers are always ready to help us with any problems. They are also very understanding and fill in if we can't come or can't find a sub.

NURSES AIDES

KAREN KOENST
532-2276

Anyone interested in working in the Health Room must attend a three day class (9:15am - 2:30pm) in which you become certified. The class consists of standard first aid, personal safety, and C.P.R. Volunteers will work a half day when the nurse is not in the building - once weekly is preferred or every other week or even once a month. Duties include taking temperatures, applying ice bags, giving lots of TLC (tender loving care).

ROOM MOTHERS

ELLEN FARBER
532-4325
MARILYN HOFFMAN
532-7266

Room mothers are responsible for planning, co-ordinating with teachers, and overseeing three class parties per year - Halloween, Holiday Party, and Valentines. The parties are about 1 hour in length. In February, the room mothers put on the Teacher Appreciation Luncheon, with each room mother either making a dish, or helping to serve. A few room mothers are asked to help with class games at the school picnic in May. They may also be called upon by the teachers to help with field trips, class projects, plays, etc, during the school year.

THE PUBLISHING HOUSE

BETSY CHASE
532-2759

Over the past three years, the children of Highcroft Ridge have been engaged in an exciting new learning experience - creating books which are written and illustrated by themselves with the help of volunteer mothers. The range of subjects is limitless, from the birth of kittens to adventures in space, from the strangeness of a new school to the celebration of a birthday party.

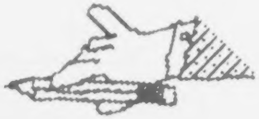
Giving concrete expression to a variety of feelings and experiences is fun. Having the undivided attention of one volunteer who helps guide the child through this creative venture reinforces the child's sense of being special. Above all, the Publishing House gives each child who completes a book a sense of pride in accomplishing something unique which he can share now and treasure later as a memento of this time of his life.

How can volunteers get involved with this special experience? We need you to:

1. Take dictation from the younger children.
2. Help those who wish to write their own to edit and improve their work.
3. Type the handwritten manuscripts.
4. Make bookcovers from wall paper.
5. Lay out and glue together scripts and pictures.

You don't need to be:
- a. an ex-teacher
- b. a published author
- c. an authority on any subject

The children are full of their own stories. There is always support from the staff and supervisors of the program, and whatever you can't spell, you can always look up!



SPECIAL EVENTS HELPERS

NEEDS CHAIRMAN

Situations arise during the school year where your help might be needed for as little as a couple of hours to as much as a couple of days. Helping to assemble booklets, fingerprinting, art projects, and making buttons are examples of "Special events." If you are interested in this type of volunteer work, please fill out the appropriate section on the form.

MISCELLANEOUS VOLUNTEERS

MARY BACKES
532-1604

If you have any interest or talent in an area not listed in this book, please feel free to share it.

TELEPHONE COMMITTEE

CHAIRMAN NEEDED

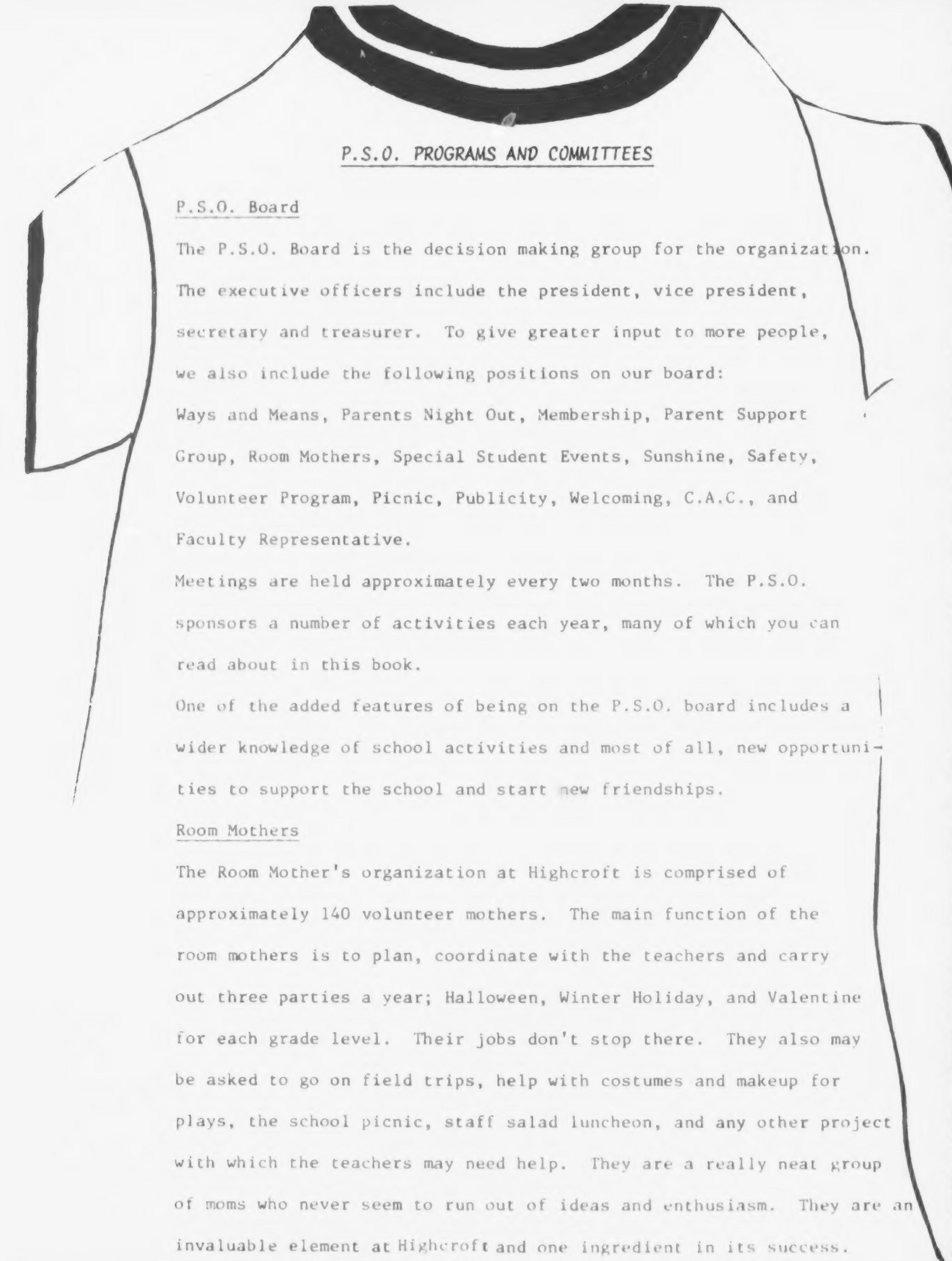
Several times each year it is necessary to contact each parent for either a special event, voting issue or an emergency. This includes snow or weather-related school cancellations. A phone chain is made and carried out until all homes have been reached. This can be done from home and is of great benefit to all of us.

Please sign up on the sheet for daytime or evening calling.

VOLUNTEER-MOMS' AIDES

CHAIRMAN NEEDED

If you are willing to babysit for volunteer moms only while they are volunteering at Highcroft Ridge School, please sign the form. If there is enough interest, we will contact you.



P.S.O. PROGRAMS AND COMMITTEES

P.S.O. Board

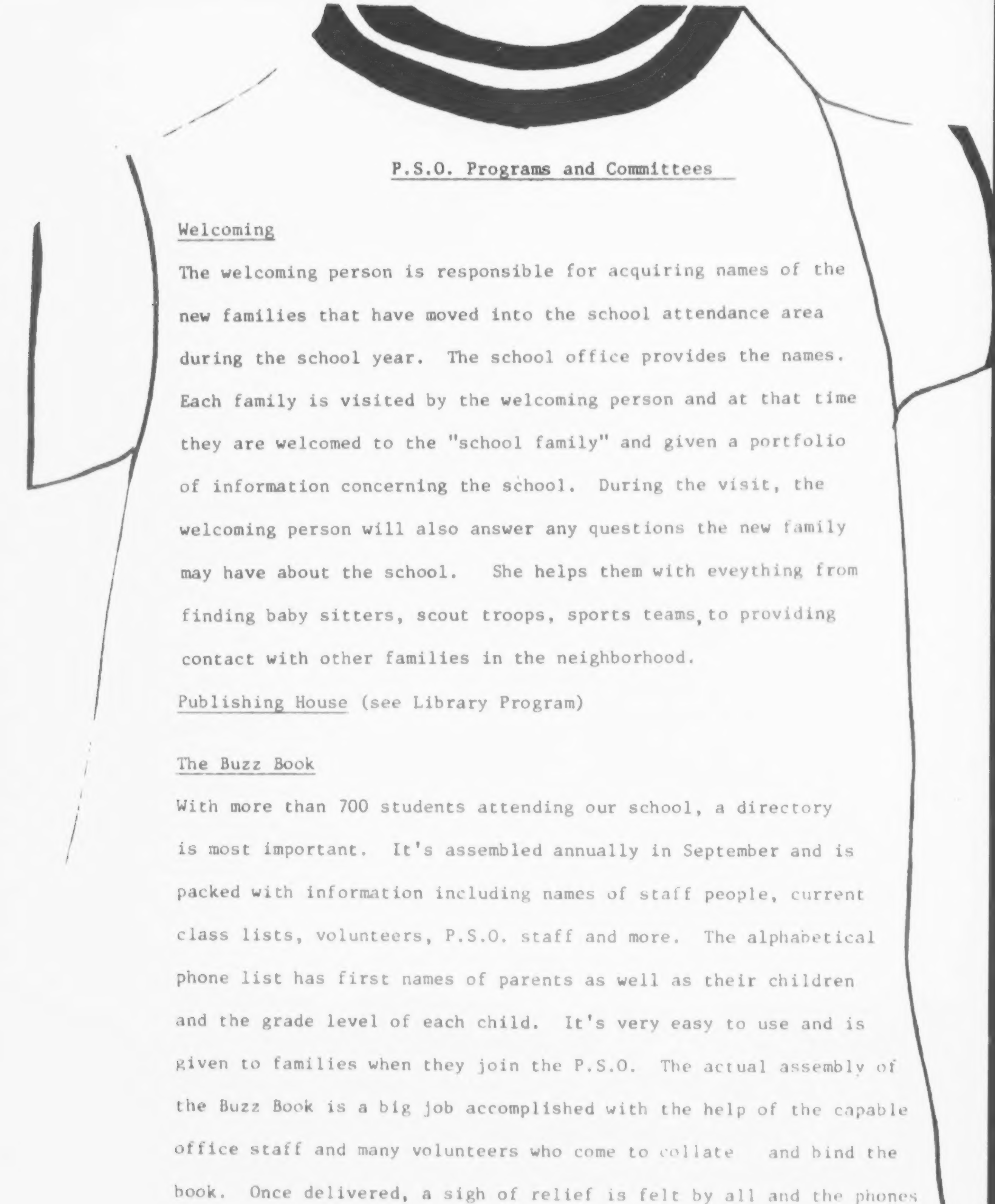
The P.S.O. Board is the decision making group for the organization. The executive officers include the president, vice president, secretary and treasurer. To give greater input to more people, we also include the following positions on our board: Ways and Means, Parents Night Out, Membership, Parent Support Group, Room Mothers, Special Student Events, Sunshine, Safety, Volunteer Program, Picnic, Publicity, Welcoming, C.A.C., and Faculty Representative.

Meetings are held approximately every two months. The P.S.O. sponsors a number of activities each year, many of which you can read about in this book.

One of the added features of being on the P.S.O. board includes a wider knowledge of school activities and most of all, new opportunities to support the school and start new friendships.

Room Mothers

The Room Mother's organization at Highcroft is comprised of approximately 140 volunteer mothers. The main function of the room mothers is to plan, coordinate with the teachers and carry out three parties a year; Halloween, Winter Holiday, and Valentine for each grade level. Their jobs don't stop there. They also may be asked to go on field trips, help with costumes and makeup for plays, the school picnic, staff salad luncheon, and any other project with which the teachers may need help. They are a really neat group of moms who never seem to run out of ideas and enthusiasm. They are an invaluable element at Highcroft and one ingredient in its success.



P.S.O. Programs and Committees

Welcoming

The welcoming person is responsible for acquiring names of the new families that have moved into the school attendance area during the school year. The school office provides the names. Each family is visited by the welcoming person and at that time they are welcomed to the "school family" and given a portfolio of information concerning the school. During the visit, the welcoming person will also answer any questions the new family may have about the school. She helps them with eveything from finding baby sitters, scout troops, sports teams, to providing contact with other families in the neighborhood.

Publishing House (see Library Program)

The Buzz Book

With more than 700 students attending our school, a directory is most important. It's assembled annually in September and is packed with information including names of staff people, current class lists, volunteers, P.S.O. staff and more. The alphabetical phone list has first names of parents as well as their children and the grade level of each child. It's very easy to use and is given to families when they join the P.S.O. The actual assembly of the Buzz Book is a big job accomplished with the help of the capable office staff and many volunteers who come to collate and bind the book. Once delivered, a sigh of relief is felt by all and the phones begin "buzzing" immediately.

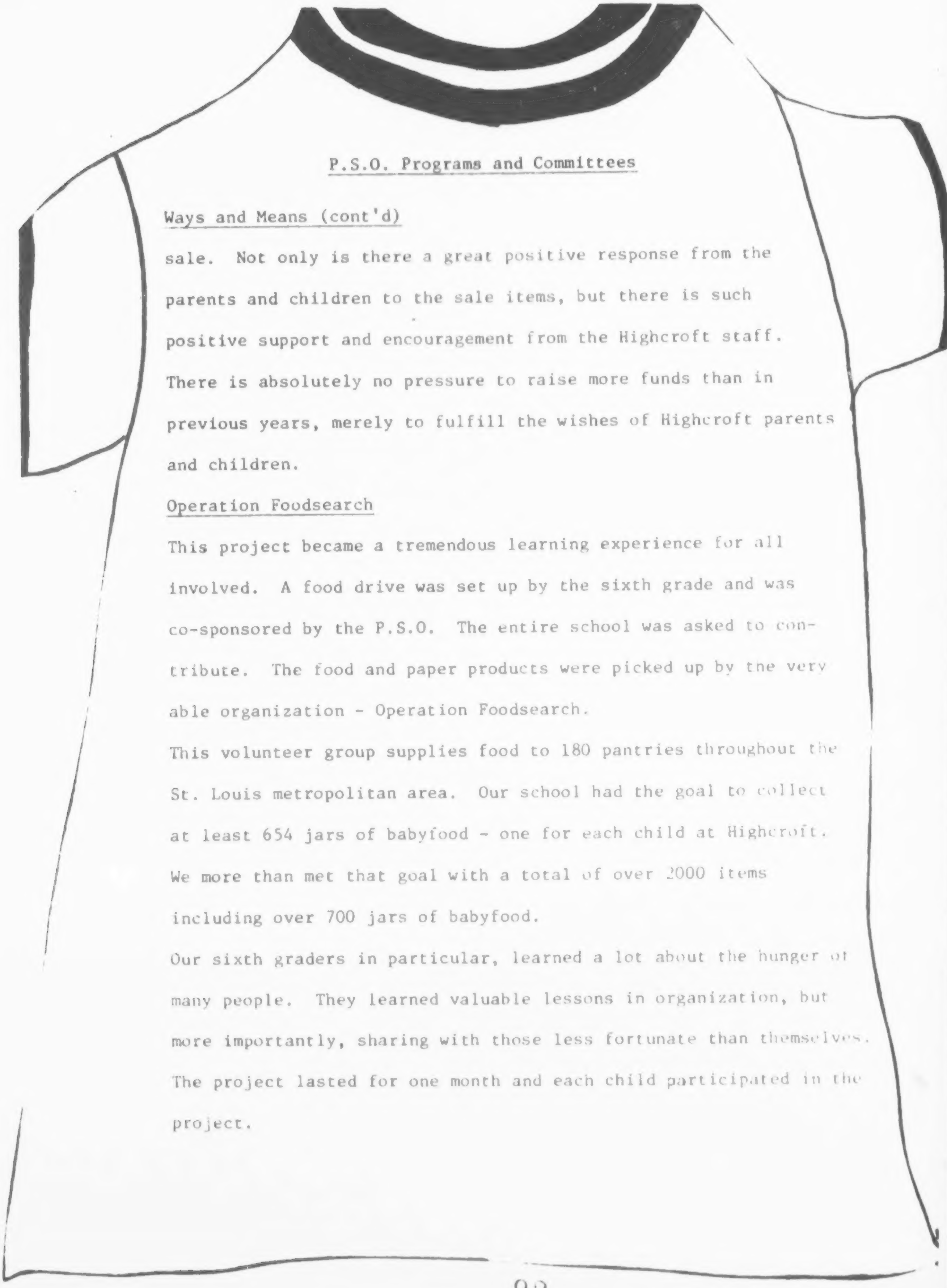
P.S.O. Programs and Committees

Safety Committee

The safety committee functions all year as a communicator for safety problems. It serves to answer parents' questions and to channel safety concerns to the proper persons for handling. In addition, the safety committee creates appropriate safety programs for our school. A major safety program for our children is the "Block Home Program." This program involves volunteer parents placing a sign in their window to let children coming to and from school know that their house can be used in an emergency. Another significant program which the safety committee is planning to initiate in the 1984-85 school year is "Dial Safe". This program will use parent volunteers to check the daily absences from school. It is intended to assure that children who start to school, arrive at school. The major objective of the safety committee is to insure the safety of our children here at Highcroft Ridge.

WAYS AND MEANS

At Highcroft Ridge the P.S.O. Ways and Means Committee handles one or two small fund-raising events each year. These events are usually in the form of a T-shirt, sweatshirt or pennant, etc. sale. While there is a small profit made from the sale of these items, it is mainly a service to promote school spirit and unity. Chairing the committee is really a delightful position to hold since there is so much enthusiasm when sale items are introduced. When pennant sales replaced the fall T-shirt sale, many indicated they really missed the T-shirts and would be looking forward to the spring



P.S.O. Programs and Committees

Ways and Means (cont'd)

sale. Not only is there a great positive response from the parents and children to the sale items, but there is such positive support and encouragement from the Highcroft staff. There is absolutely no pressure to raise more funds than in previous years, merely to fulfill the wishes of Highcroft parents and children.

Operation Foodsearch

This project became a tremendous learning experience for all involved. A food drive was set up by the sixth grade and was co-sponsored by the P.S.O. The entire school was asked to contribute. The food and paper products were picked up by the very able organization - Operation Foodsearch.

This volunteer group supplies food to 180 pantries throughout the St. Louis metropolitan area. Our school had the goal to collect at least 654 jars of babyfood - one for each child at Highcroft. We more than met that goal with a total of over 2000 items including over 700 jars of babyfood.

Our sixth graders in particular, learned a lot about the hunger of many people. They learned valuable lessons in organization, but more importantly, sharing with those less fortunate than themselves. The project lasted for one month and each child participated in the project.

P.S.O. Programs and Committees

C.A.C.

The Citizen's Advisory Council, is a council comprised of citizens in the Parkway School District. Its purpose is to let the Board of Education know the views of its citizens on educational needs, to allow these citizens to help in the planning of these educational needs, and in general, to help the Board receive the highest quality of education possible in Parkway.

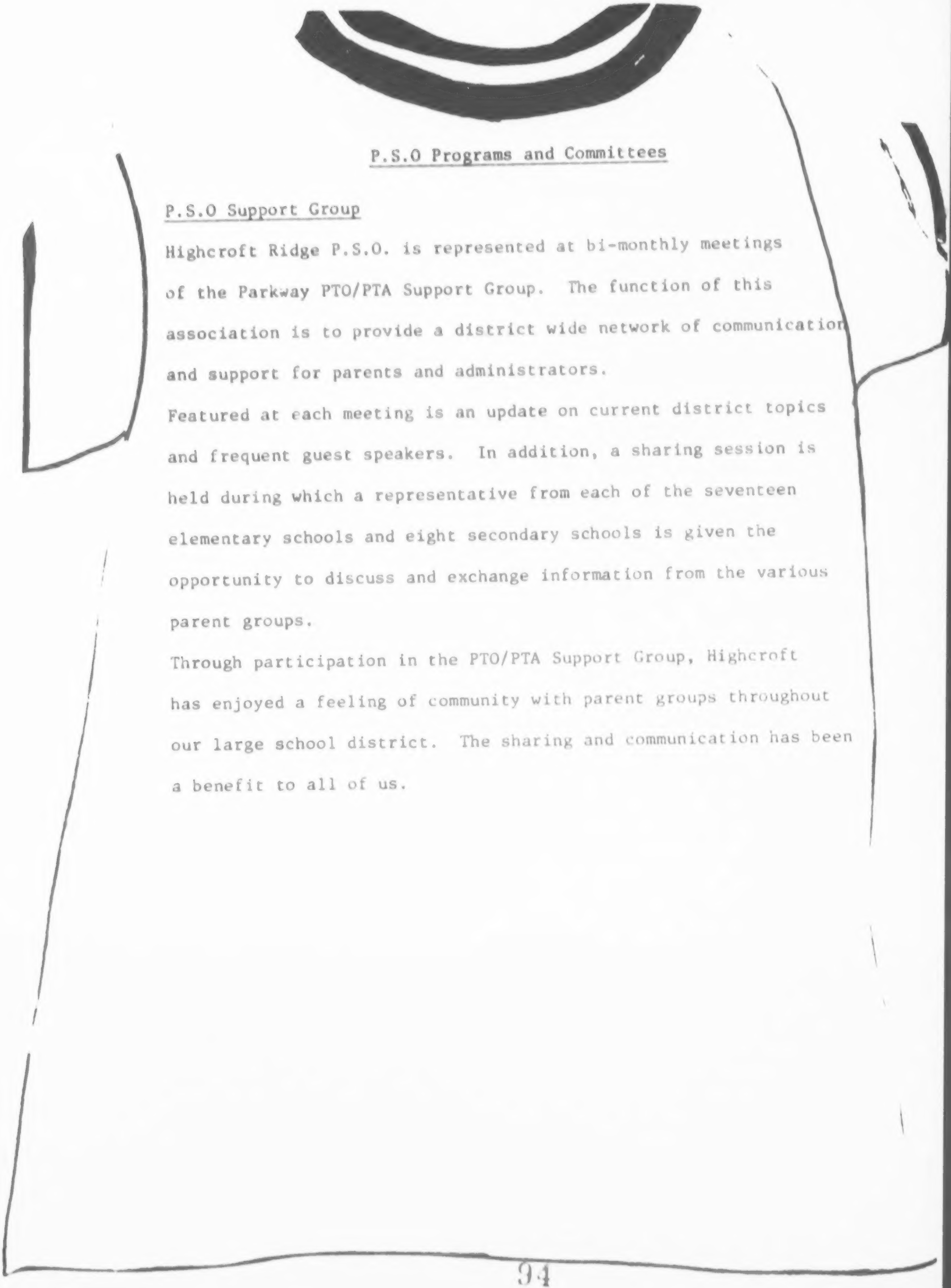
CAC membership consists of four members per school. Three of these members have children attending a Parkway School. The fourth member is preferably a parent who lives in Parkway but does not have a child in the Parkway schools. If the non Parkway parent cannot be secured, then anyone residing in the Parkway School District can be appointed. These appointments are all made by the school. PSO/PTA.

School Picnic

One of the events that everyone looks forward to the most and which involves the whole family, is the Highcroft Ridge school picnic. Through the years the format of the picnic has changed many times, but regardless of what is scheduled each year, fun is had by one and all.

Among the activities that have been included are:

Junior Olympics, class races, decorated car parade, kickball games, goodie guessing contest and tether ball. We've had egg tossing, water balloons, and a costume contest in keeping with our Western Theme. The picnic has been held at parks and on the school grounds. Most of the staff attends as well.



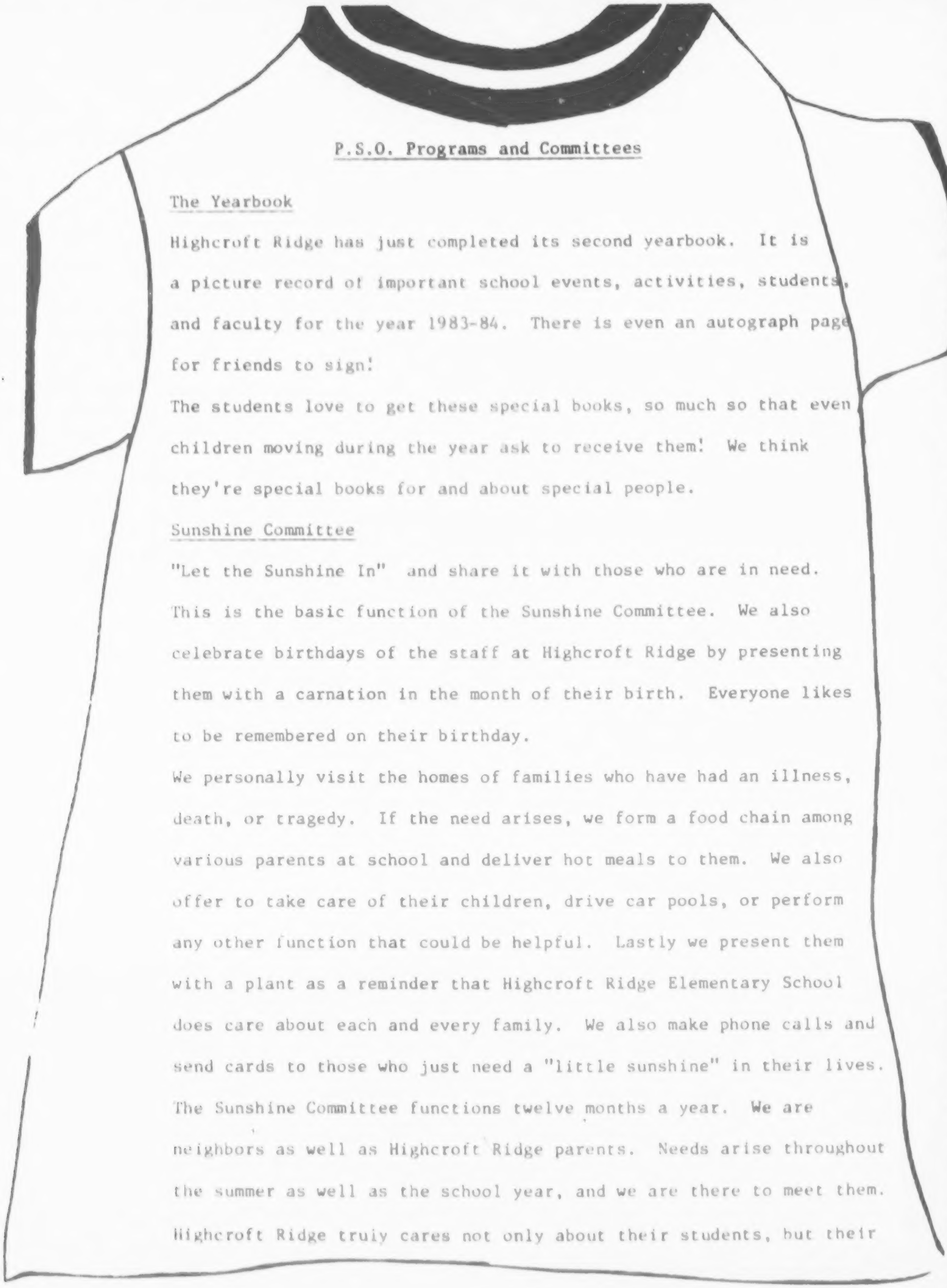
P.S.O Programs and Committees

P.S.O Support Group

Highcroft Ridge P.S.O. is represented at bi-monthly meetings of the Parkway PTO/PTA Support Group. The function of this association is to provide a district wide network of communication and support for parents and administrators.

Featured at each meeting is an update on current district topics and frequent guest speakers. In addition, a sharing session is held during which a representative from each of the seventeen elementary schools and eight secondary schools is given the opportunity to discuss and exchange information from the various parent groups.

Through participation in the PTO/PTA Support Group, Highcroft has enjoyed a feeling of community with parent groups throughout our large school district. The sharing and communication has been a benefit to all of us.



P.S.O. Programs and Committees

The Yearbook

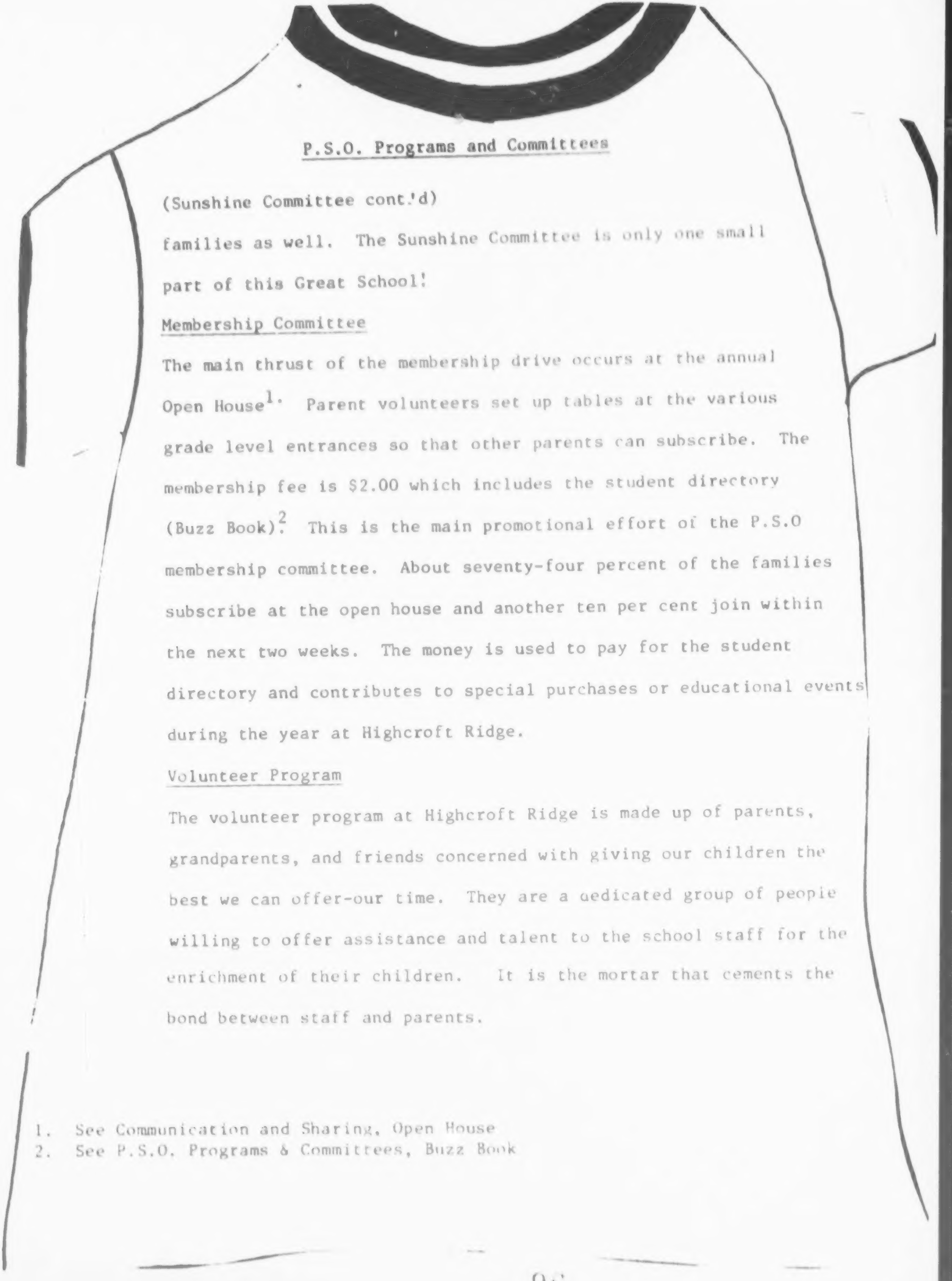
Highcroft Ridge has just completed its second yearbook. It is a picture record of important school events, activities, students, and faculty for the year 1983-84. There is even an autograph page for friends to sign!

The students love to get these special books, so much so that even children moving during the year ask to receive them! We think they're special books for and about special people.

Sunshine Committee

"Let the Sunshine In" and share it with those who are in need. This is the basic function of the Sunshine Committee. We also celebrate birthdays of the staff at Highcroft Ridge by presenting them with a carnation in the month of their birth. Everyone likes to be remembered on their birthday.

We personally visit the homes of families who have had an illness, death, or tragedy. If the need arises, we form a food chain among various parents at school and deliver hot meals to them. We also offer to take care of their children, drive car pools, or perform any other function that could be helpful. Lastly we present them with a plant as a reminder that Highcroft Ridge Elementary School does care about each and every family. We also make phone calls and send cards to those who just need a "little sunshine" in their lives. The Sunshine Committee functions twelve months a year. We are neighbors as well as Highcroft Ridge parents. Needs arise throughout the summer as well as the school year, and we are there to meet them. Highcroft Ridge truly cares not only about their students, but their



P.S.O. Programs and Committees

(Sunshine Committee cont'd)

families as well. The Sunshine Committee is only one small part of this Great School!

Membership Committee

The main thrust of the membership drive occurs at the annual Open House[1]. Parent volunteers set up tables at the various grade level entrances so that other parents can subscribe. The membership fee is $2.00 which includes the student directory (Buzz Book)[2]. This is the main promotional effort of the P.S.O membership committee. About seventy-four percent of the families subscribe at the open house and another ten per cent join within the next two weeks. The money is used to pay for the student directory and contributes to special purchases or educational events during the year at Highcroft Ridge.

Volunteer Program

The volunteer program at Highcroft Ridge is made up of parents, grandparents, and friends concerned with giving our children the best we can offer-our time. They are a dedicated group of people willing to offer assistance and talent to the school staff for the enrichment of their children. It is the mortar that cements the bond between staff and parents.

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1. See Communication and Sharing, Open House
2. See P.S.O. Programs & Committees, Buzz Book

P.S.O Programs and Committees

Volunteer Programs (cont'd)

Instructional Aide

The instructional aide is a very important part of the volunteer program. She helps the teacher in any and all subject areas by working with individual children or in small groups of children. As an instructional aide, she reinforces subjects already introduced by the teacher. An instructional aide may give special attention to children having problems with certain subject areas or help with extra attention to reading and writing skills.

Clerical Aides

The clerical aide is another vital area of volunteer help. The volunteer works for an individual teacher doing a variety of tasks such as typing (optional), filing, cutting and pasting. The time required, about two hours weekly or every other week, can be worked out with the teacher. There is no direct work with the students. As a clerical aide, they work in a different grade level than their own child's. This is a great opportunity to get acquainted with Highcroft's fine teachers.

Health Room

A health room volunteer must attend a three day class to become certified. The class consists of standard first aid, personal safety and C.P.R. Volunteers are asked to work half a day once a week if possible. Duties include taking temperatures, applying ice bags, bandaging wounded knees, elbows and heads; judging whether the stomach ache is real or imagined, calling moms for sick kids, administering hugs and words of reassurance (T.L.C.). The secretaries love us!

P.S.O. Programs and Committees

Parenting Library

There is a collection of books in the library at Highcroft Ridge dedicated to the support and assistance of our parents. Highcroft's P.S.O. funded the purchase of about 30 books on parenting. We have allocated another $100 for more books to be purchased in the spring of 1984. These books have been catalogued and carded by the library staff, and are available for parents at anytime and for as long as necessary.

A sampling of our collection follows:

Mister Rogers Talks with Parents, Fred Rogers and Barry Head

The Read-Aloud Handbook, Jim Trelease

The Mother's Almanac, Marguerite Kelly and Elia Parsons

Now I Have a Stepparent and Its Kind of Confusing, Janet Sendberg Stenson.

Annual Guest Speakers

Each year the P.S.O. sponsors a guest speaker for the enrichment and enjoyment of our staff and parents. The selection is a careful one designed to draw the largest crowd either by name or subject matter. In the '82-'83 school eyar, we were delighted with Dr. Milton Rubin, a St. Louis Child psychologist and author. Dr. Rubin is a very intelligent, humorous man whose observations might be summed up like this: We all have a bucket. When it's full we're happy and content. Every negative action or comment against us personally dips into our bucket and eventually empties it...we feel bad. His analogies were very helpful in everyday use with our children and adults too. This year we are looking forward to Carolyn

P.S.O. Programs and Committees

Guests speakers (cont'd)

Harden, a speaker well known in the Parkway District, whose topic will be "I Can Do It All...Can't I." Her goal is to help promote some understanding of the rhythm of growth (peer pressure and sibling rivalry.) I'm certain we will leave her lecture with better methods of keeping our buckets full!

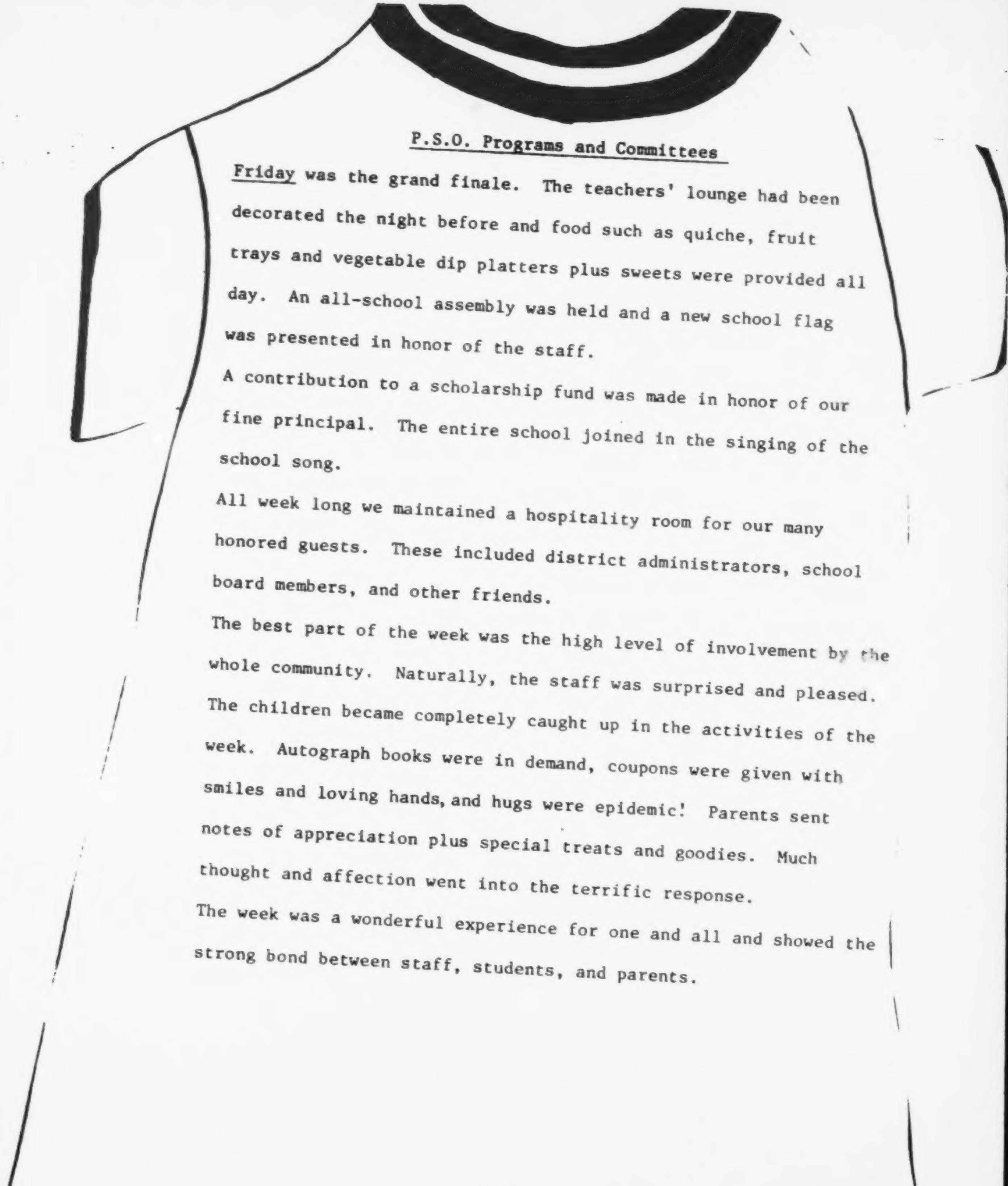
Staff Appreciation Week

Staff Appreciation Week was a great success. Our purpose was to show all staff members how important they are to parents and students. To accomplish this, we planned a week of surprises designed to include everyone associated with Highcroft Ridge. On Monday, staff members were greeted with a permanent cloth banner inscribed with a rainbow and a heart shape at the end of the rainbow representing staff members. In addition, each staff member found an autograph book on his desk with instructions for children and staff.

Tuesday, each person received a silk rosebud and a personalized "happy gram."

Wednesday brought colorful helium-filled balloons tagged with "Up, Up with Highcroft" which is our school song. Each child received a book with coupons labeled with redemption for a big hug, a willing helper, a big smile or something of the students choice.

Thursday was "Apple for the Staff Member" day. These were dough Ornament apple pins made by one of our talented moms. They were inscribed with Highcroft Ridge on the front, 1984 on the back.



P.S.O. Programs and Committees

Friday was the grand finale. The teachers' lounge had been decorated the night before and food such as quiche, fruit trays and vegetable dip platters plus sweets were provided all day. An all-school assembly was held and a new school flag was presented in honor of the staff.

A contribution to a scholarship fund was made in honor of our fine principal. The entire school joined in the singing of the school song.

All week long we maintained a hospitality room for our many honored guests. These included district administrators, school board members, and other friends.

The best part of the week was the high level of involvement by the whole community. Naturally, the staff was surprised and pleased. The children became completely caught up in the activities of the week. Autograph books were in demand, coupons were given with smiles and loving hands, and hugs were epidemic! Parents sent notes of appreciation plus special treats and goodies. Much thought and affection went into the terrific response.

The week was a wonderful experience for one and all and showed the strong bond between staff, students, and parents.

PARENT VOLUNTEER PROGRAMS/ READING PROGRAMS 7-12

The importance of active parent volunteers on the secondary level is recognized in Parkway. The following programs have taken time to develop and have been very successful. Included you will find parent volunteer forms that demonstrate an effective articulation from the junior high to the senior high. Also included are various parent education program ideas.

In order to accomplish the goal of reading and writing across the curriculum, Parkway has introduced a variety of strategies. At the senior high level, the district employs a reading specialist in each building. Currently each high school principal has the reading specialist function in a role to meet the needs of the individual school. Examples of staff newsletters and parent newsletters are included.

PARKWAY CENTRAL
JUNIOR HIGH
VOLUNTEERS

NAME ______________________________
ADDRESS ______________________________
PHONE ______________________________
STUDENT'S NAME & GRADE ______________

Classes and activities are well underway at Parkway Central Jr. High. We have found several areas in need of volunteers and hope you will find a situation listed where you can become an active participant. We believe parent involvement is an important contribution to the total school experience.

After completing this form, please return it to the office of Mr. Bill Myer. You will be contacted by phone to schedule your time. We thank you for your interest and help.

* *

_____ ART DEPT: Help is needed in matting and mounting art work for various displays & shows.

_____ BOWLING CLUB: Parents of club members are asked to drive after school to and from the Four Seasons Bowling Alley.

_____ ENGLISH as a SECOND LANGUAGE: This three-hour class for the non(or limited) English proficient student needs five tutors to work for a minimum of one hour per day, per week.
_____ Additional volunteers (How about Dads?) are wanted to provide cultural opportunities (i.e., sports outing or visit from a player; music, art or drama experience, etc.)

_____ FOREIGN LANGUAGE DEPT: Tutors in French & Spanish are needed from 2:30-3:30 p.m. one day per week.
_____ Help also is needed to set up and serve at the International Food Happening (one afternoon in November).

_____ HEALTH ROOM VOLUNTEER: Mrs. Caito needs occasional help in screening students. She will call as needs arise.

_____ HOME ECONOMICS: Students need help in sewing classes. Volunteers will assist in threading machines and needles, cutting patterns, etc. This is a flexible schedule.

_____ HOSPITATLITY COMMITTEE: Baked goods are needed several times during the year. PTO hospitatlity chairman will call as needed.

_____ LIBRARY: A variety of opportunities are available for helping in the library. Aides are scheduled on a regular basis to check out materials, help with research, work on bibliographies, check-in magazines, work with students, clerical work, etc.

MATH DEPT: Areas of help needed in this department are -
_____ Tutor to work with students in math. Time to be decided on by mutual agreement between student and parent. Counselors will contact you when need arises.
_____ Clerical volunteer to assist math secretary about one day per month, grading basic skills quizzes, stapling, or writing names on sheets of paper for the birthday wall, etc.
_____ Computer volunteer to supervise students in a math room one day a week from 2:20-3:30 p.m. while they work on the computers.

_____ OFFICE: A volunteer is needed 1½ to 2 hours one morning per week to call and check on absentees. You will be called to be scheduled.

_____ Occasional help is needed for mailings (stuffing envelopes, etc.) You will be called if needed.

RESOURCE ROOM: Two types of volunteers are needed on a regular basis.

_____ 1. Clerical: light typing, filing, working with forms, collating printed materials, etc. This requires one hour, one day per week.
_____ 2. Tutor: reading tests to students, reading texts or novels orally, working with tape machines, one-to-one instruction (supervised by resource teachers). Hours available are first, third, fourth and seventh, daily.

_____ PLANT CARE: We need a "green thumber" to advise us on the care of the indoor school plants and assist in watering, fertilizing, etc.

STUDENT ACTIVITIES:
_____ Seventh Grade Support - Ms. Douglas needs parents who will coordinate the collection of food items for 7th grade parties which occur five or six times during the year.

_____ Eighth Grade Support - Mrs. Welch needs help for after school activities (2:30-3:30) and Friday evening dances (7:30-9:30).
Specific Needs are: _____chaperoning; _______baking; _______ticket handling; ______ selling of soda at activities; ______contribution of ideas for activities.

UNIFIED STUDIES - 7TH GRADE: Four areas of help are needed in this department.
_____ 1. Readers with clear diction will tape record novels for use by individual students.
_____ 2. Tutors are needed after school to help students with grammar exercises, reviewing for tests as well as reading aloud to students.
_____ 3. Art help is needed for hall bulletin boards and the tracing, cutting and laminating of letters.
_____ 4. Guest speakers are needed during a career unit. Speakers from the community will inform students about future job opportunities.

OTHER: Special interests you may have that you could share with us.

Hello, and Welcome to Parkway Central Junior's
P.T.O. Parent Education Program

Briefing 7:30 - 7:35 In Atrium

This evening you may choose to participate in one, two or three sessions.

Room 704 THE PARTY SCENE: HOW TO SAY NO!
7:35 p.m. Mr. Myer will present this program with some ideas to help
8:05 p.m. families with this situation. Find out what the kids
8:35 p.m. really think about this, too!

Room 705 WHAT YOU ALWAYS WANTED TO KNOW ABOUT READING, BUT WERE
7:35 p.m. AFRAID TO ASK!
8:05 p.m. Mrs. Bude has some great ideas to keep you involved with
8:35 p.m. reading at the junior high level.

Room 706 PICK A TOPIC!
7:35 p.m. Dr. McFarland and Mrs. Watson will lead an informal session
8:05 p.m. that will give you an opportunity to ask questions and
8:35 p.m. share ideas related to the junior high experience. This is
a great time for communication....you pick the topic!

WE HOPE YOU ENJOY THE EVENING. THANKS FOR PARTICIPATING.

SAVE APRIL 22ND

"AN EVENING IN CENTRAL PARK"

FOR THE WHOLE FAMILY

READING

WHAT YOU ALWAYS WANTED TO KNOW (BUT WERE AFRAID TO ASK)

Q Why does "reading" always get so much attention?

A In a technological-information age, participation in education, science, business, industry, and the professions requires increasing levels of literacy (9 - 11 reading level)

Q What is reading?

A Reading is a process of constructing meaning from written texts. It is a skill requiring the coordination of a number of interrelated sources of information.

Reading is like the performance of a symphony orchestra.
(1) Is holistic
(2) Demands practice
(3) Allows more than one interpretation

Q How are skilled readers different from unskilled readers?

A (1) Have more speed
(2) Use more strategies to deal with different reading tasks depending on
- Complexity of text
- Familiarity with topic
- Purpose for reading

(3) Monitor own progress

Q Unskilled readers exhibit what behaviors?

A (1) Use few strategies is dealing with different tests-rigid
(2) See no point in reading
(3) Act helpless to do better
(4) Do not complete work
(5) Give up quickly

Q What will "fix" poor readers?

A No one single step--involves many elements being in place

Q What skills are involved in reading?

A Total language skills needed to broaden knowledge base

Q Where should reading begin?

A The home - development of knowledge needed for concepts "The single most important activity for building the knowledge required for eventual success in reading in reading aloud to children."

Q Does Sesame Street (t.v. viewing) aid learning to read?

A No - Reading books and viewing t.v. differ entirely in what they imply about learning.

Being in a Classroom	=	Being in Front of T.V.
Social interaction		private preserve
May ask questions		Can't ask screen
Centered on language development		Demands attention to images
Legal requirement		Act of choice

Q How many hours of t.v. viewing are "all right"?

A Up to ten hours a week does not seem to interfere with learning to read, but as the hours increase, achievement declines sharply. (In 1977, the average was 25 hours/week.)

Q When should "reading aloud to children" stop?

A Never (But, students reading to peers has a negative effect unless it is rehearsed poetry or plays.)

Q What reading problems may spring up at the secondary level?

A Dealing with tests in which both structure and content are unfamiliar

- -Literature: increasing complicated plots and characterizations, literary devices, point of view, plot resolution
- -Subject Matter: non-fiction's different structure, must work to discover generalizations, little transition from earlier learnings, must be taught strategies

Q Where should reading be taught?

A In the content - not as a separate lesson "about reading"

Q How important is independent reading?

A It is a priority to increase the amount of time children read

Q What strengthens any reading program?

A Writing integrated into the reading period--not workbooks

Q How important are standardized test?

A They do not measure total reading, but do provide a quick, inventory.

ENCOURAGING TEENAGERS TO READ: TIPS FOR PARENTS

1. Set a good example.

   Let your children see you read--any book! Give them a reading role model.

2. Limit television viewing.

   - Have a one-night a week black-out
   - Encourage going to bed 15 minutes early for reading
   - Each night turn the t.v. off for a family "read"
   - Set aside a recreational reading period, be consistent about it, and keep it uninterrupted.

3. Visit the public library together as a family.

   "Having all the answers isn't as important as knowing where to find them."

4. Use incentives that encourage teenagers to read.

   Keep a reading log book; young people list the author, title, number of pages, and date they finish. Each memeber of the family could use the log. Develop a reward system with which you feel comfortable.

5. Read aloud to teens.

   Read on trips, around a campfire, or when your child is sick. Choose material they might not read on their own.

6. Read the same books your child read and discuss them with him or her.

7. Keep newspapers and magazines on hand.

   Post interesting articles; talk about what you've read.

8. Make reading fun; avoid creating pressure to read the "right" books.

   - Be careful about "nagging" them about reading.
   - Give the pronunciation or definition of words.
   - Let teenagers read parts of books: don't force them to finish

9. Buy books for special occassions. Finding your child's interests is the key factor.

10. Keep reading lists handy.

READING OLYMPICS

For the next four weeks we are initiating a sustained reading program designed to broaden your range of reading for pleasure. Once you discover the joy of books, we hope you will think of reading as stimulating and fulfilling.

YOUR assignment is:

1. READ: READ READ READ READ READ READ READ READ

2. Fill out a Book Review for each book you complete.

# of points____________

Book #________________

BOOK REVIEW

Name:______________________________Period:_____Date:_______________ Type:________

Title:____No.of pages__________

Author:_______________________Publisher:_________________________Copyright:________

SUMMARY: (Include main characters, setting and "problem" if fiction)

____

____

____

____

____

____

Your Reaction:____

____

____

____

Parent's Signature_________________________

3. Enjoy reading books.

POINT SYSTEM

5 points for completing one book.
2 extra points for exceeding 100 pages.
2 extra points if the book is a biography.
2 extra points if the book has won a literary award: award and date.
1 extra point if the book is copyrighted 1982 or 1983.
1 extra point for the second book read by the same author.
2 extra points for each book you read over three.

GRADING SYSTEM

3 books - 21 points (a minimum of 300 pages)	A
2 books - 14-20 points (a minimum of 200 pages)	B
2 books - 10-13 points	C
1 book - 9-5 points	D
below 5 points	F

# of points____________________

Book #____________________

BOOK REVIEW

Name:______________________________Period:____ Date:____________Type:________

Title:____No. of pages__________

Author:____________________Publisher:____________________Coypright:______

SUMMARY: (Include main characters, setting and "problem" if fiction)

____

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Your Reaction:____

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Parent's signature______________________________

-Preface-

Seventh and eighth-graders attending one of the four junior high/middle schools in the Parkway School District are scheduled into unified studies, a class which meets in a two period block of time every day and a one period time slot every-other day. Besides the content-oriented, two-period block, each student also has a skills-oriented, one-period class which meets on alternating days. Thus, within two-weeks, a student will have had twenty periods of unified block and five periods of unified skills.

The intent of the unified curriculum is to teach the content of social studies and language arts with a holistic approach to learning. The unified block classes are heterogeneously grouped, whereas the skills classes are kept small and leveled by ability and achievement in order to best meet the reading and writing skills' needs of each student. One such skills class, SECA (Skills Extension in the Content Areas), originated as a Title IV-C program for underachievers, but its approach to skill development has proven to be successful with all levels of learners.

Building Self-Concept and Competency
Through
Holistic Skills Development

S - SKILLS

E - EXTENSION IN

C - CONTENT

A - AREAS

PHILOSOPHY/ASSUMPTIONS:

The skills of reading, writing, and critical thinking are needed by all Americans but their importance for students has been spotlighted by the current research calling for excellence in education. These skills, notes the Education Commission of the States's A Summary of Major Reports on Education, are especially important since applied literacy is crucial to our democratic system.

Research and practice show that thinking, reading, and writing skills will not automatically transfer from fictional or creative settings to expository materials which are used to explain reality-based issues and events.

Reading is enhanced by writing; writing is enhanced by reading; critical thinking is enhanced by reading and writing.

Reading, writing, and critical thinking are skills and, like all skills, demand persistent practice for mastery. However, once "mastery" is achieved, a higher level of mastery is possible. Thus, we can never know "all there is to know about reading or writing," but we can increase our ability to use these skills throughout our lives.

Students want to feel capable, but many times they just do not know how. Students feel more lovable when they feel more capable.

THE SECA APPROACH

The SECA program is designed to provide deliberate instruction and intensive practice in the basic skills of reading and writing as they are applied to the content students are learning in unified studies--history and language arts. This approach is in keeping with research findings which indicate that students do not automatically transfer reading/writing skills to content areas without deliberate instruction and practice in the content being studied. Most lessons are available in different levels of difficulty--correctional, practice, and challenge--to meet the needs of students functioning at different levels.

PAUSE FOR BACKGROUND

SECA originated for a specific group of students--students who are of average or better ability but whose performance in reading and/or writing is below expectation. Problems experienced by these students are sometimes related to a lack of confidence, lack of motivation, or lack of sufficient intensive practice in applying reading/writing skills.

Original Criteria for Selection

Ability is measured by the EAS portion of the SRA test or by some individual intelligence measure.
Achievement is measured by the Gates McGinitie Reading Test, rubric score on the Parkway District Essay, and by observations from classroom teachers.

Present Criteria for Selection

Because SECA materials have been found to be as versatile as the imagination and skill of the individual teacher, the SECA philosophy, techniques, and models are now being used in most skills classes and with all levels of learners at Parkway Central Junior High School.

GOALS:

- to broaden the definitions of reading/writing/thinking skills to include reading characterized by comprehension, writing characterized by coherence, and both reading and writing inseparably linked to thought--thought getting and thought giving
- to provide an atmosphere that enhances self-concept by causing individuals to feel capable
- to provide deliberate instruction and practice of literacy skills on a regular basis beyond the confines of unified studies classes by designing original lesson materials to insure the transfer and application of thinking, reading, and writing skills to relevant, reality-based materials which are closely associated with the need for applied literacy in a democracy
- to prepare and implement inservice sessions for teachers in the district and in each junior high school
- to inform parents as to the purpose of the SECA approach and to survey parents so that they might evaluate the effectiveness of the program

TEACHER BEHAVIORS: The HEART of Implementation

TEACH SKILLS HOLISTICALLY

ENCOURAGE CORRECTIONS ---- PRACTICE FOR MASTERY

ORGANIZE AND FILE ALL WORK SO STUDENTS SEE PROGRESS

TEACH THAT PATIENCE, TIME, AND PRACTICE=SUCCESS

BE PERSISTENT IN MOST POSITIVE WAY

SET ATTAINABLE EXPECTATIONS

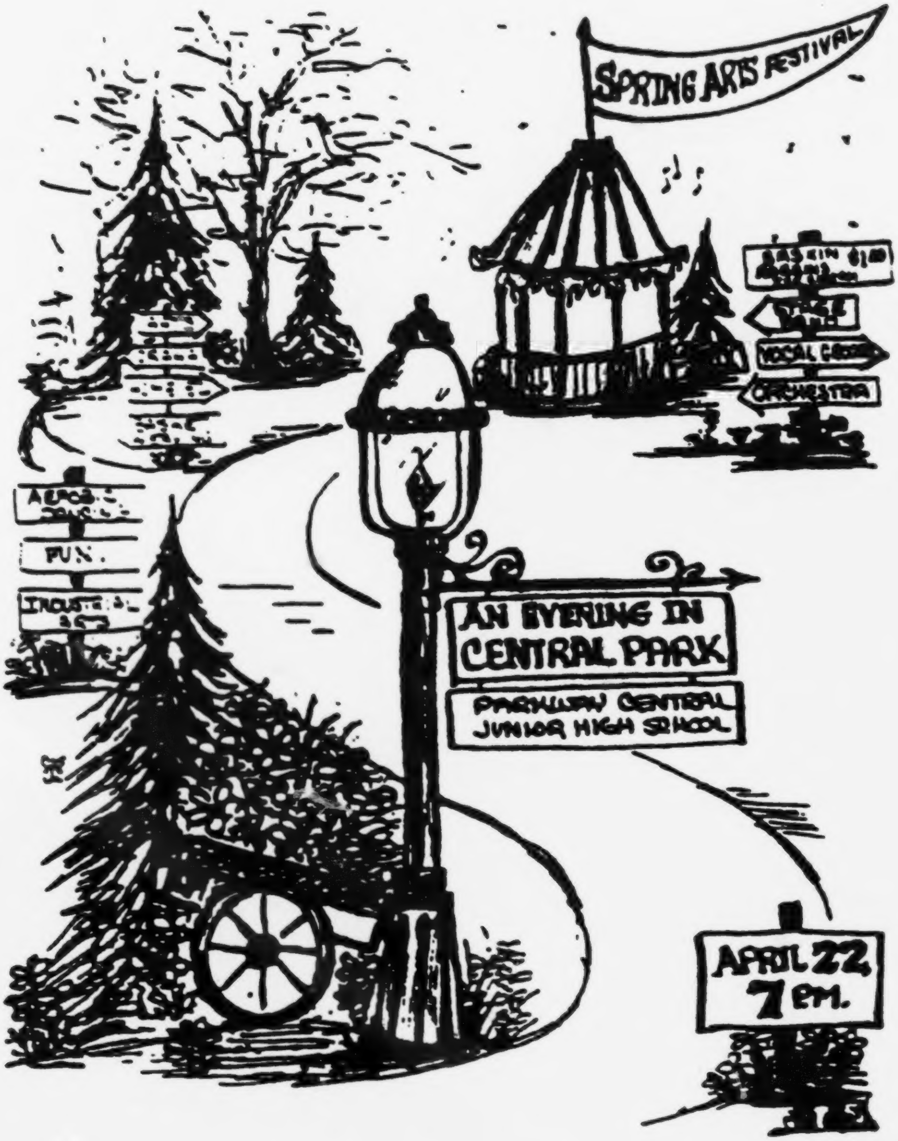
GIVE IMMEDIATE FEEDBACK

BE ENTHUSIASTIC

BE HONEST

CARE

1986


SPRING ARTS FESTIVAL
VOCAL GROUPS
ORCHESTRA
FUN
AN EVENING IN CENTRAL PARK
PARKWAY CENTRAL JUNIOR HIGH SCHOOL
APRIL 22, 7 P.M.

A VERY SPECIAL THANKS TO THE FOLLOWING DONORS:

BASKIN ROBBINS

J & K COSTUMES

SUBURBAN LAWN CENTER (HARVEY & SANDY)

HOLIDAY HOUSE

SUBURBIA GARDEN & POOL, INC.

PARKWAY CENTRAL FESTIVAL OF ARTS

"AN EVENING IN CENTRAL PARK"

Schedule of Events

Exhibits: 7:00 - 9:00 p.m.

Art	Library
Home Economics	Home Ec Room
Industrial Arts	Library

Ice Cream Vendors: 7:00 - 9:00 p.m.

Atrium	Under the Big Tent

Performing Groups: (Due to multiple performances, you may select four different performances)

	Location			
Time	Band Stand	Way,Way Off Broadway	Theatre	Lively Lowlands
7:00	Stage Band	Drama Plays	7th Grade Orch. Stringers	Aerobics
7:30	Combined Choruses	Monologues Improvisation	8th Grade Orch. Strings	
8:00	Stage Band	Drama Plays	Jr.High Chorus & Solists	Aerobics
8:30	7th & 8th Grade Orch. Strings	Monalogues	Triple Trio & Solists	

WELCOME

The Parkway Central Junior P.T.O. and Faculty
Welcome you to the 1985-86 Festival of Arts

"AN EVENING IN CENTRAL PARK"

Please visit the art, industrial arts and home economics exhibits; enjoy some refreshments at the ice cream vendors; listen to the band, orchestra, and vocal groups; and see the drama and aerobic performances.

Refer to the "Schedule of Events" and choose which event you would enjoy. Most groups perform at two different times.

We hope you enjoy the evening.

MAP OF PARK ON BACK

ARTISTS

The following students have their artwork displayed in the library. This work represents the Fine Arts Block classes, and 8th grade Art and Crafts semester classes. Basketweaving demonstrations will also be held throughout the evening in the hallway near the library.

Seventh Grade

Jeff Alexander
Erika Anderson
Jennifer Baker
Beth Beiber
Denise Bieker
Amy Berquist
Marylou Berra
Matt Biggerstaff
Wendy Broderson
Jessica Ciccolella
John Corn
Cindy Crider
Mike Delaney
Becy Dyer
Debbie Easter
Christel Edwards
Carrie Farley
Kevin Fraser
Julie Furr
Brian Gay
Linda Grasso
Antonio Green
Jerry Hemphill
Lynn Hensley
Mark Heyde
Julia Ho
Stacy Howlett
Andy Hsu
Tesha Johnson
Theresa Jurotich
Stephanie Karst
Steve Karst
Josh Keller
Janet Kim
Brent Kincaid
Jennifer Kranson
Stephanie Kratochvil
Linda Lamontagne
Nina Lee
Matt Levanowicz
Karen MacCormack
Brian Meyer
Garrick Mims
Alexa Moody
Lauren Myers
Nicki Omre
Jennifer Ondr
Chiae Pak
Kate Pecher
Tanya Pereira
Sara Raisch
Trista Rehn
Neil Romstad
Yayoi Sakurai
Brian Shanfield
Lauren Sherrill
Lisa Solomon
Erika Stauffer
Ray Taddeucci
Bay Tran
Merrick Tsai
Julie Wang
Nicki Weinstein
Josh Weltman
Kevin Whitehead
Nikki Williams
Mike Zwibelman

Eighth Grade

David Allen
Mike Becker
Amy Beeler
Matt Bell
Jon Borlin
Mike Brewer
Jeff Browning
Karen Bush
Rob Chandler
Karen Chung
Dwight Collins
Tom Daniel
Whitney Dean
Danielle DeSanto
Chris Devon
Matt Engle
Nancy Feigley
Tom Gilmore
Kari Guess
Shawn Gwaltney
Ashley Harrity
Mike Hart
Joe Hayek
Lorraine Henderson
Jon Hirshberg
Francis Hsu
Brad Isenhour
Ethan Johnson
Shari Johnson
Leone Jones
Mike Karagiannis
Johnny Kinder
Jackie Knott
Janie Lanis
Tina Le
Jenny Lehmann
Larry Lerew
Debbie Liebmann
Erica Loving
Kelly Luensmann
Lori Mendoza
Rich Messey
Lenny Minkovich
Marnique Mitchell
Mandi Morehead
Kevin O'Connell
Dori Oetting
Michelle Oliveri
Robert Pan
Brant Perry
Sam Reed
Joaquinta Robertson
Adam Saaks
Scott Sander
Lori Siegel
Kevin Snyder
Suzette Sproaps
Peter Stevens
Warren Stevens
Yolanda Thomas
Dion Thorpe
Robert Trask
Leslie Vanatta
Keith Veneziano
Krisi Verweil
Shira Vickar
Jeff Vierling
Kel Ward
Jim Weir
Bridget Williams
Rosemary Wise
Shawn Woodard
Andi Yakovitz

EXHIBITS

Art/Crafts Display

The work of approximately 130 different students will be represented in a large display of two and three dimensional artwork including drawings, paintings, sculpture, weaving, masks, and hand-woven reed baskets. The work was created by 7th and 8th grade students in the Fine Arts Block classes and the 8th grade Art and Crafts semester classes. The display opens at 6:30 p.m. in the library and will be open throughout the evening.

INSTRUCTOR: CLARE RICHARDSON

Industrial Arts

Projects completed by Central Junior industrial arts students are on display. These projects have been completed throughout the year and can be from the following areas: drafting, wood, plastic, metal, and electricity/electronics.

We hope you will have the opportunity to view each project on display in the library.

INSTRUCTOR: GLENN ATTEBERRY

Home Economics

Sewing projects done by the home economics students can be viewed in the atrium display case and on models in the office window. Animal cakes, toys the students have designed for young children, "children" they have cared for, and a variety of food demonstrations can be found in the home economics classroom (room 101).

We hope you will have the opportunity to view the students work and sample some of their cooking during the evening.

INSTRUCTOR: JEWELL BILLEN

PERFORMANCES

Drama

The performances to be presented are examples of classroom assignments from the Fine Arts Block/Drama and Drama Lab classes. The Drama Lab class consists of advanced students who have come through the fine arts program.

INSTRUCTOR: SARA HART

JAZZ ENSEMBLE

WATERMELON MAN	Herbie Hancock
ROUTE 66	Bobby Troup
MERCY, MERCY, MERCY	Josef Zawinul
REPTILE	Jay Chattaway
CRUISE CONTROL	Orrin Hager
NIGHT JOURNEY	Ralph Gingery

DIRECTOR: NEIL FINBLOOM

Alto Sax
Scott Showalter
Marty Lovings
David Kim
Matt Green

Tenor Sax
Sam Suk
Steve Kearbey

Clarinet
Jill Aubuchon

Bari Sax
Nathan Deering

Trumpet
Jeff Kurz
Jason Kimball
Chris Baumgartner
Matt Lindsay
Brent Kincaid

Trombone
Ken Brewer
Todd Davidson

Drums
Brian Oglander
Tama Freedman
Brad Arst

Guitar
Steve Hieken

Bass
Kevin MacCormack

Piano
Karen MacCormack

ORCHESTRA SELECTIONS

For your enjoyment, the orchestras will be playing your favorite melodies.

DIRECTOR: SUSAN BROEKER

Seventh Grade Strings

First Violins
Melanie Conwill
James Gentry
Becky Gross
Michelle Landau
Melissa Musen
Andrea Price
Missy Shepherd
Meredith Woolley

Pianist - James Gentry

Second Violins
Lori Brownsher
Becky Dyer
Irvin Lin
Veronica Norman
Imran Rahman
Alisa Segall
Aaron Wyatt

Violas
Beth Fermann
Kerry Bartell

Celli
Randy Gottlieb
Nina Lee
Karen MacCormack

Bass
Wendy Rohfritch

Eighth Grade Strings

First Violins
Nicole Martin
Jason McCoy
Alan Pao
Mark Rawizza
Kristin Robinson
Shirley Vamaraju

Second Violins
Leslie Lakemeyer
Scott Lewis
Kelly Luensmann
Dori Oetting
Veera Sumariwalla

Celli
Andy Bartell
Nina Lee
Karen MacCormack
Jay Rohfritch
Julie Sandberg
Steve Wuennenberg

Violas
Carrie Hazelwood
David Lewis

Bassi
Roger Cole
Kevin MacCormack
Shannon Stolte

Pianist - Karen MacCormack

CHORAL SELECTIONS

7:30 P.M. IN THE ATRIUM

COMBINED CHOIRS, JUNIOR HIGH CHORUS
CONCERT CHOIR, SWING CHOIR

DIRECTOR: GARY CRANK

WE'RE SO GLAD . . . . .Arr. K. Shaw
Combined Choirs

THAT'S WHAT FRIENDS ARE FOR . . . . .B. Bacharach
Swing Choir
SAY YOU, SAY ME. . . . . .L. Richie
Julie Pomerantz and John Kaufmann, Solists
Junior High Chorus
STARMAKER. . . . . B. Roberts
Jennifer Rothman, Eddie Scuzzo,
Jennifer Turec & Randy Sigel, Soloists
Concert Choir

CELEBRATE AMERICA! . . . . .M. Brymer
Combined Choirs

8:00 P.M. IN THE THEATRE

JUNIOR HIGH CHORUS AND SOLOISTS

DREAM A DREAM . . . . E. Robertson
Junior High Chorus
Bryan Robb, Accompanist

GETTING TO KNOW YOU . . . . .Rogers & Hammerstein
Kelly Pettit, Soloist

SOMETHING WONDERFUL . . . . .Rogers & Hammerstein
Christy Cable, Soloists
BYE BYE, LOVE. . . . . .Arr. D. Besig
Junior High Chorus

8:30 P.M. IN THE THEATRE

TRIPLE TRIO AND SOLOISTS

TIFFANY. . . . . .S. Poorman
Triple Trio and Soloist

I HAVE DREAMED . . . . Rogers & Hammerstein
Deborah Rankin Soloist

WE KISS IN A SHADOW. . . . . Rogers & Hammerstein
Karen Chung, Soloist

RAIN DANCE . . . . .C. Nygard, Jr.
Triple Trio

TRIPLE TRIO

Soprano I
Tara Kern
Jill Neidorf
Deborah Rankin

Soprano II
Selina Chen
Karen Chun
Jamie Huyer

Alto
Laura Eultgen
Mary Goetz
Natalie Turner

SWING CHOIR

Soprano
Christy Cable
Suzie Jack
Gretchen Kaufman
Sandy Nottebrok
Kelly Pettit

Alto
Julie Becker
Carrie Chana
Leslie Crabtree
Jennifer Rothman
Jennifer Turec

Tenor
Greg Finkelstein
Chaz Hochstein
Brad Isenhour
Ryan Neff
Bryan Robb

Bass
Josh Lazaroff
Brian Mosqueda
Joshua Sheaffer
Craig Simpkins
Raynard Williams

AEROBICS

7:00 P.M. & 8:00 P.M. IN THE "LIVELY LOWLANDS"

INSTRUCTOR: ANN JONES

Group I

Stephanie Gerhardt
Beverly Baker
Heather Chapman

Group II

Julie Becker
Nancy Wright
Shannon Sweeney
Tracy Waalkes
Stacy Eiswirth

Group III

Cindy McClellan
Kari Shoemaker
Hilary Silver
Mitzi Damper

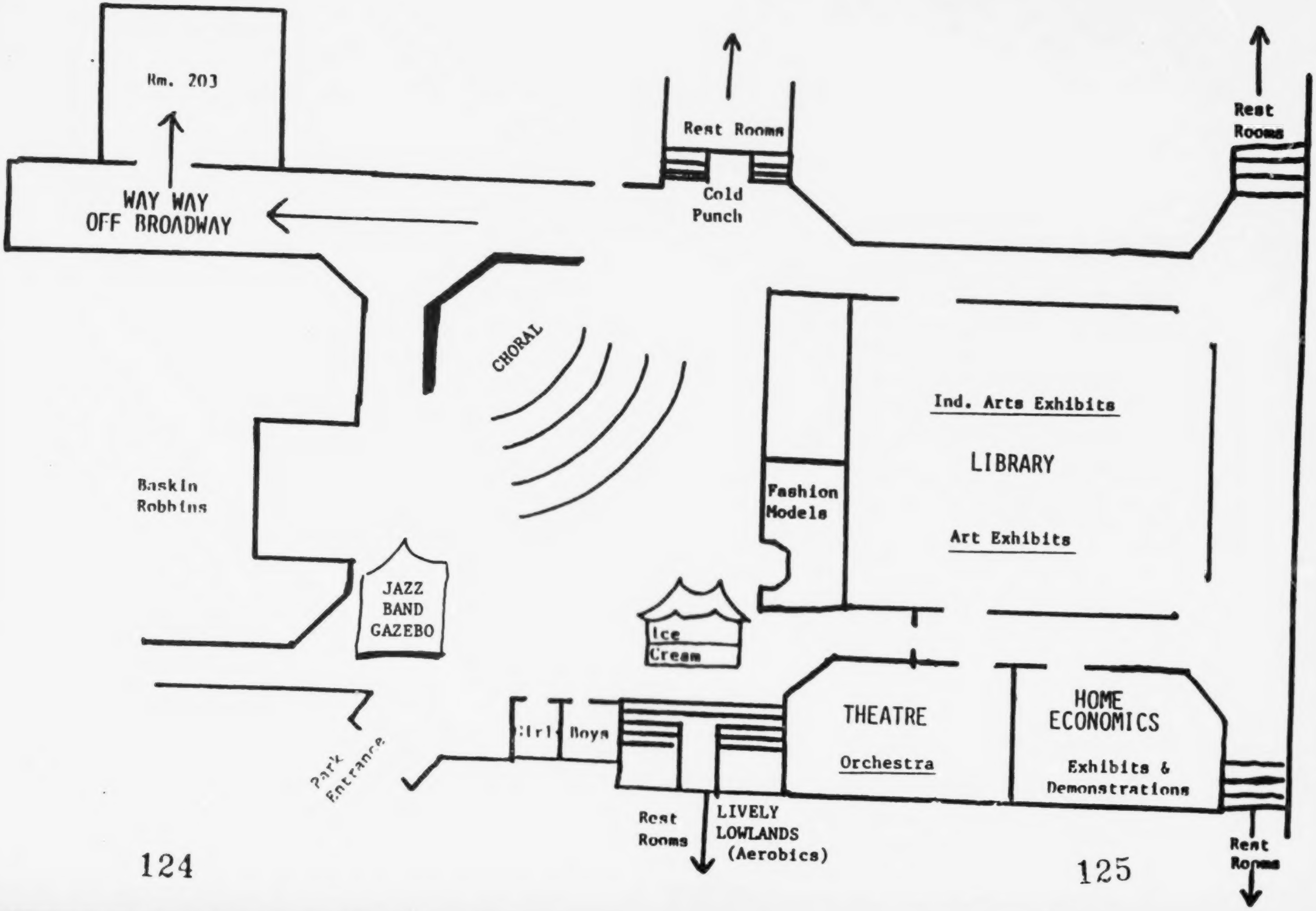
Group IV

Melanie Pearl
Robin Gold
Karen Singer
Erika Stauffer
Atoosa Guity
Tricia Ruggeri

ACKNOWLEDGEMENTS

Festival Co-Chairpersons	Mrs. Sylvia Kaufman Mrs. Sue Reynolds
Tickets	Mrs. Michele Sandmel
Publicity	Mrs. Marilyn Norton
Decorations	Mrs. Connie Boshen
Hospitality	Mrs. Jan Raisch
Program Cover Design	Mrs. Connie Boshen

MAP OF CENTRAL PARK


Rm. 203
WAY WAY OFF BROADWAY
Rest Rooms
Cold Punch
Rest Rooms
CHORAL
Ind. Arts Exhibits
LIBRARY
Fashion Models
Art Exhibits
Baskin Robbins
JAZZ BAND GAZEBO
Ice Cream
Girls
Boys
THEATRE
Orchestra
HOME ECONOMICS
Exhibits & Demonstrations
Park Entrance
Rest Rooms
LIVELY LOWLANDS (Aerobics)
Rest Rooms

1985-86 PTO VOLUNTEER CORPS

PARKWAY CENTRAL HIGH SCHOOL

Parents are valuable and appreciated partners in the success of Parkway Central High School! Please check the activities which best match your interests and time. You will be contacted at a later date by the chairperson of the event, or by the school. If you have any questions, please call Joy Rouse, volunteer coordinator, 878-4348. Have your student return this form to the Student Activities Office, or mail to the school (369 N. Woods Mill Rd., Chesterfield, MO 63017.) Thanks!

Name______________________________ Phone__________________

Address & Zip____

Student's full name__________________________ Grade__________

______HOSPITALITY. Connie McCormick and Cindy Burkhardt, chairpersons. Refreshments add to the congeniality of many of our events--both large and small. We need many parents to donate "goodies".

______TEACHER APPRECIATION, Joan Hoffman, Brenda Edwards, chairpersons. On January 22 and June 11 parents prepare and serve a breakfast or lunch for our teachers.

______HOMECOMING: Pre-rally family chili supper, September 27, Jan Raisch and Cindy Deffenbaugh, chairpersons. Parents set tables, keep buffet tables filled, and help clean up.

______SPEECH TOURNAMENT JUDGE, November 1, 2. (Circle best date for you.) Each year Central hosts the first and one of the largest speech and debate tourneys in the area. No experience is needed to serve as a judge; careful instructions will be provided. It requires several hours on the day of the event, and is enjoyable as well as enlightening.

______CANNED FOOD DRIVE, November 22, Barbara Stultz, chairperson. Central students collect thousands of cans in this annual drive to help the needy. Parents help count and organize our gifts for final collection.

______REGISTRATION CLERICAL WORK, late February. Parents help in the office with clerical work associated with students' completed registration forms for next year's classes.

______BIG BAND DANCE, March 1, Jackie Kriegshauser and Lilley Scott, chairpersons. The PTO sponsors a wonderful dance for parents, students, and teachers, with our own jazz band providing the music. Parents are needed to decorate, prepare hors d'oeuvres and desserts, obtain attendance prizes, and serve during the party. Please circle the job that most appeals to you. It's been a very successful event!

______BLOOD DRIVE, April 15. Parents are needed to help Red Cross staff with records, taking temperatures, supervision.

______SPRING PLANT SALE, April 25, 26. Sandy Buschmann, chairperson. This all-school fundraiser is being sponsored by the PTO to benefit our students. Parents are needed to set up the flowers and plants, and to sell to customers during the two-day outdoor sale. Circle the date that is best for you.

______PROM DECORATIONS, May 10 Supervise and help the juniors decorate the Queeny Park Pavilion on Saturday morning.

______PROM VALET PARKING, May 10. Dads park the cars and supervise the keys for this special evening.

______GRADUATION CELEBRATION, June 9
PTO sponsors festivities and hosts a breakfast for graduating seniors. Planners and night-owl workers are needed! This is viewed as an opportunity to offer a supervised, safe activity for celebrating seniors, and parents from all grades are welcome to participate.

______TUTORS, Mondays and Thursdays, 2:10--3:30 p.m. Help from teachers and parents is available for students after school on these days. Make your commitment to fit your own schedule.

Subject areas you prefer________________________________

How often can you work?________________Best day______________

______COMPUTER LAB ASSISTANTS, every day, 2:10--3:30 p.m. Parents are needed to help in the Apple computer lab. No experience is needed, as you will be trained by Parkway personnel. Make your commitment to fit your own schedule.

How often can you work?________________Best day______________

______LIBRARY VOLUNTEERS. Volunteers restack books, clip newspaper articles for files, check materials. Set your own schedule.

How often can you work?________________Best day______________

______ATTENDANCE CALLERS. Volunteers spend one hour twice a month calling homes to validate attendance reports. The attendance office operates on a regular rotating basis so you can plan ahead.

______HEALTH ROOM VOLUNTEERS. Volunteers help the nurse with filing and limited notetaking on an "as needed" basis. Training is not required.

______MAILING ASSISTANTS. Volunteers will help with stapling and affixing labels when mass mailings are needed.

OPEN
HOUSE

THE EVENING'S PROGRAM

7:30	General Meeting - Mrs. Suzy Henschen-P.T.O. President Dr. Gary Chesley, Principal
7:50 - 8:00	First Period Class Presentation
	Passing Time
8:05 - 8:15	Second Period Presentation
	Passing Time
8:20 - 8:30	Third Period Presentation
	Passing Time
8:35 - 8:50	Fourth Period Class Presentation (P.T.O. Business will take the first 5 minutes of the period)
8:55 - 9:05	Fifth Period Class Presentation
	Passing Time
9:10 - 9:20	Sixth Period Class Presentation
9:25 - 9:45	Informal Parent-Teacher Discussions in the Commons

Entertainment will be provided by the Music Department. Thanks to the various choirs, bands, and ensembles and to Mr. Eubank, Mrs. Presgrave and Mr. Becker.

Refreshments will be available.

DAILY CLASS SCHEDULE

7:40 - 8:35 - 1st Hour
8:40 - 9:35 - 2nd Hour
9:40 -10:40 - 3rd Hour

10:45 - 12:10 - 4th Hour (and Lunch)
12:15 - 1:10 - 5th Hour
1:15 - 2:10 - 6th Hour

Parkway Central High and Junior High

P.T.O.

Parents' Forum

THE EVENING'S PROGRAM

7:15 - Registration and Distribution of Resource Materials

7:30 - 7:55 - Session I

8:00 - 8:25 - Session II

8:30 - 8:55 - Session III

9:00 - 9:25 - Session IV

Each session will consist of a 15 minute presentation followed by a 10 minute question/answer opportunity.

Room 807	What Colleges Look For In A Student	Betty Brakebill College Consultant Parkway West High
Room 808	How To Talk So Your Kids Will Listen & Listen So Kids Will Talk	Dr. Gary Chesley Principal Central High
Room 803	What Parents Should Know About Standardized Test	Lillian Ziwot College Consultant
Room 805	Student Part-time Jobs: Pros & Cons	Susan Hoffman Cooperative Education
Room Library	Study Habits: Helping Your Child To Develop Them	Dr. Mary McFarland Social Studies Coordinator
Room 811	Drug and Alcohol Use In Our Children	Mary Kummer Chemical Dependency Counselor
Room 817	Motivating Your Student	Bill Myer Associate Principal Central Junior
Room 820	How To Stop Struggling With Your Teen	Evonne Weinhaus Parent/Author
Room 820	Developing Good Writing Skills	Gene Dalton, Chairman English Department
Room 821	Helping Your Student Cope With Peer Pressure	Denis Hugo, Chairman Counseling Department Central High
Room 822	Living With Your Junior High Student	Alice Watson Chairperson, Counseling Central Junior
Room 816	Parents - As Our Junior High Students See Us	Dr. Lavern Scott Associate Principal Central High
Room Library	Self-Esteem and The Junior High Child	Jere Hochman, Interum Asst. Superintendent
Room 818	Maturity: An Elusive Concept	Virginia Hurt Former Teacher Central Junior

PARKWAY CENTRAL
PARENT - TEACHER ORGANIZATION

REPORT ON THE FALL SEMESTER
PARENT FORUM

Dear Parents,

During the fall semester the Parkway Central PTO sponsored a Parent Forum which allowed our patrons to hear about topics relevant to raising a teenager. Becuase of the outstanding efforts of parent-volunteer note-takers, we are able to send you this compilation of the evening's seminars.

Please take time to read about these informative sessions. We have tentatively planned another Parent Forum on April 11, 1984.

Sincerely,

Parkway Central PTO

* *

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Drug and Alcohol Use in Teens: Awareness for Parents 5

Teenage Depression 6

Communicating with Your Teen During the Silent Years 7

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Study Skills: Helping Your Child Develop Them

Mary McFarland, Parkway Social Studies Coordinator

Excellent teachers in every field recognize the need to give adequate emphasis to the development of study skills--especially those skills which enhance critical thinking, reading, and writing. The need for applied literacy cuts across many subject areas and emphasizes the link between the practice of skills and the acquisition of the content that is under study. Teachers are responsible for teaching study skills incorporated into the subject area at all grade levels and in all subjects.

DATA GATHERING SKILLS are those for acquiring, interpreting, and presenting information. These include 1) acquiring information from observation and sources (students have to be able to read the information); 2) compiling, organizing and evaluating information (students need to "do something" with the material); 3) reading, interpreting, constructing maps, charts, tables, statistical data; 4) interpreting information--determining what it means (a step beyond just reading); 5) evaluating information--challenge it for accuracy, consistency, sufficiency, adequacy; 6) communicating information orally and in written form; 7) evaluating one's own progress (most people feel like they know something before they actually do).

INTELLECTUAL SKILLS are thought processes to enhance learning. These include 1) comparing and contrasting ideas, events, situations; 2) classifying or grouping information into appropriate categories; 3) asking appropriate questions (it is very important to ask mental questions) 4) drawing conclusions or inferences from evidence; 5) arriving at generalizations; 6) making reasonable predictions based on evidence; 7) conducting continuous overviews and reviews of what is studied to set expectations prior to study, and to establish links between what is known and what is newly learned (review continually to see the relation between units covered).

SAMPLE STUDY TECHNIQUES. Follow the pattern of study, question, read, recite, review. Know who, what, when, where, why, how, what is the difference, and what else do I need to ask.
Effective tools are outlining and diagramming, elaborating, and paraphrasing/summarizing.

CONDITIONS FOR STUDY. 1) Have a place--the same place each time to avoid losing time setting up. 2) Have a time and plan your time; plot long assignments. 3) Focus attention. 4) Space learning and practice over extended time (weeks, months). Don't cram. 5) Set goals for the study session. 6) Make an overview; build familiarity in unfamiliar topics as quickly as possible. 7) Study sufficiently.

How to Help Your Child Become a Better Writer

Dorothy Doyle, Parkway English Coordinator

THINGS TO DO AT HOME

1. Build a climate of words at home. The basis of good writing is good talk. Children grow into stronger control of language when parents share rich talk about experiences. TV does not provide the necessary interaction.

2. Let children see you write often, so they do not think writing is only for school. Make changes in what you write, confirming that revision is a natural part of writing.

3. Be as helpful as you can when children write. Talk through their ideas with them. Supply help with spelling, punctuation, and usage. Resist the temptation to be critical.
Your most effective role is not as a critic but as a helper.

4. Provide a suitable place for children to write.

5. Provide supportive materials such as dictionary, thesaurus, typewriter, pens, pencils, "white out", erasers.

6. Encourage frequent writing.

7. Praise the child's efforts at writing. Resist the tendency to focus on errors in mechanics. Emphasize the successes.

THINGS TO DO FOR SCHOOL WRITING PROGRAMS

1. Ask to see the child's writing. Most writing should be kept to help children see progress in writing skill.

2. Be affirmative about child's efforts in school writing. The willingness to write is fragile. Your optimistic attitude toward the child's efforts is vital to strengthening the writing habit.

3. Be primarily interested in the content, not the mechanics of expression. Sometimes teachers will mark only a few mechanical errors, leaving others for another time. Perfection in mechanics develops slowly. Be patient.

4. Find out if children are given writing instruction and practice in writing on a regular basis. Daily is ideal. Small classes are necessary to make frequent monitored practice feasible.

5. Ask if EVERY teacher is involved in helping youngsters write better. Worksheets, blank-filling exercises, multiple choice tests, and similar materials are sometimes used to avoid having children write. If children and youth are not being asked to write sentences and paragraphs about science, history, and the other school subjects, they are not being helped to become better writers. ALL teachers have responsibility to help children improve their writing skills.

6. See if youngsters are being asked to write in a variety of forms, for a variety of purposes, and for a variety of audiences. Each demands differences of style, tone, approach, and choice of words.

7. Check to see if there is continuing contact with the imaginative writing of skilled authors. The works of talented authors should be studied not only for ideas but also for the writing skills involved. Good literature is an essential part of any effective writing program.

Students' Part-time Jobs: Problems and Pluses

Susan Tzinberg, Parkway Central Cooperative Education

The idea for having part-time employment should originate with the student. He/she should be able to give strong, legitimate reasons for wanting to get a job. It is possible for the money to become too important.

If a part-time job sounds like a good idea, parents should establish sound guidelines early. Be sure your son or daughter has a good reason for working and doesn't lose sight of it. Keep control and stay aware.

Problems can arise from part-time employment. Time devoted to the job can become excessive; 10-15 hours a week or less would be best; few students can handle 20 hours a week. Many simply become too tired to function well.

The time the work is scheduled as well as the number of hours required can cause problems. Will it fit into school and activity schedules? Commitment to studies and involvement in school life can suffer.

Students sometimes lose sight of their long-range educational and life goals in their desire to earn as much money as fast as possible.

Responsibilities at home should not be excused because of a job. The family should not be inconvenienced unnecessarily because of excessive job demands. Problems can arise over use of the family car and late hours as they relate to a job.

An almost unsolveable problem can develop. Do parents have the right to tell their children how they can spend the money they earn? This is best decided before the first day of work.

For a part-time job to be a plus, parents should help youngsters understand the working world and how they fit into it. Punctuality, dependability, cooperation, ability to take directions are good work habits to be developed. Valuable insight can be gained by participating in the adult world.

A great deal of satisfaction can result from successful employment. The understanding of wages and salaries, legal applications of minimum wage scales, and compulsory and voluntary payroll deductions can be beneficial.

With so many benefits to be realized, should every youngster be encouraged to work? Absolutely not. In fact, unless there is real need, perhaps none should.

What Colleges Look for in a Student

Laura Whitener, Parkway Central Counselor

It is important to match students with appropriate colleges, based upon abilities, interests and finances. Students should register for high school courses with an eye to college demands. Generally, Parkway's graduation requirements match the admission standards of the less competitive schools, so students wanting to attend more competitive colleges should take more academic courses. ("Competitive" refers to the number of applicants versus the number of students a school can accept.)

Most colleges expect good writing skills of entrants.

The most popular midwestern universities attended by Parkway graduates are Illinois, Indiana and Missouri. Generally admission requirements to all three are similar: 2 years in the same foreign language; English (some composition courses as well as literature); 2 lab sciences (chemistry and biology); American History; some fine arts (art and music). In math (and computers) a minimum of Algebra II/Trig is recommended; if a student plans to go into business, math analysis is a good preparation for business oriented calculus courses in college accounting.

Eastern schools are more likely to expect 3 or 4 years of a foreign language, 4 years of math, some classic literature (Greek) to go with contemporary studies, physics in addition to lab sciences, and more fine arts.

Missouri University requires that a student be in the top one-fourth of his/her graduating class, or in the middle of the class with good test scores on the SAT, ACT, and SCAT, or lower class rank but very high test scores. Other Missouri state colleges (Cape, Springfield, Kirksville, Warrensburg, Maryville) were originally established to service geographic regions of the state. These colleges are more liberal in admissions requirements and will take almost anyone, but may insist on summer work first.

Princeton requires a grade point average of 3.7-4.3; Illinois requires a solid 3.0; Michigan and Northwestern require a 3.6 (in answer to a specific question).

Schools and parents need to prepare students for college in ways other than academic. Practical, self-care skills should begin during high school. Budgeting money and time are important prerequisites for college-bound students. Psychological preparation is also important: students should be encouraged to work hard and not throw in the towel when the going is rough.

It is important for high school students to be committed to and responsible for their own academic success or failure. Students should ask to see their transcripts once a year so they begin to see the total picture and can realistically assess their options.

Drug and Alcohol Use in Teens: Awareness for Parents

Mary Kummer, Parkway Central Counselor

Early symptoms of drug and alcohol abuse are 1) dropping out, changing friends, not bringing friends around; 2) secretive phone calls, guarded actions; 3) change in grooming; 4) change in eating habits--munchies or loss of appetite; 5) wearing dark glasses at odd times, using a lot of Visine; 6) oversensitive or hostile; 7) change in attitude toward family; 7) loss of motivation; 8) loss of motivation, lack of energy; 9) change in values, lost sense of worth; 10) gone from home without explanation; 11) lethargy.

Later symptoms of drug and alcohol abuse are 1) preoccupation with drugs or alcohol; 2) solitary behavior; 3) guarding supply of substance; 4) higher tolerance of substance; 5) preoccupation with self; 6) frequent or persistent illness, coughing, sniffles; 7) loss of interest in formerly important things; 8) disappearance of money or valuables 9) black-outs, alert and conscious but cannot remember anything the next day; 10) life centered around sensitory stimuli.

What can you do? 1. Communicate your feelings about drugs and alcohol and usage in general. Reaffirm the positives in your teen. 2. Check your habits of drinking and possible abuse of prescription and over-the-counter drugs. 3. Teach responsibility. 4. Set down rules. Substance abuse is not a negotiable matter. 5. Reaffirm good in person without being judgemental. 6. Educate yourself. Why is he/she taking it? What is he/she taking? What does it look like? 7. Share attitudes about drug and alcohol abuse. Have them share their views, and hear them out even if you disagree. 8. Speak to other parents about what they do and about having parties. 9. Be alert for symptoms. The sooner you act, the better.

If you suspect drug usage, don't panic. Confront your child in a firm, but caring manner. Share with other family members behaviors that hurt you.

If irresponsible behavior and additional signs of usage persist, ground him/her. Cut off visits from friends, monitor phone calls, search his or her room (snooping is fair here) to be certain that nothing is stashed away. This will not make a hit with your children, but it shows them they will pay consequences for irresponsibility. Try to involve yourself in creative ways with your child during the grounding period.

Allow your teenager to suffer the consequences of his drug behavior. Don't enable it by softening the harsh consequences.

Encourage attendance at meetings of AA or Alateen where teenagers talk about their usage and stay drug free once treated. Never give up on a young person.

If after the above, your teenager moves back to old patterns of drug usage, he/she may be unable to break out of this usage without help. Treatment centers provide an evaluation process that can help determine the extent of usage.

Take care of yourself. Substance abuse is a family problem, and if your family has been struggling with this for some time now, you should attend Al-Anon meetings or group sessions associated with your teenager's treatment program. You need help, too, if you're ever to feel better. Get the whole family recovering.

Resource: "Parents, Peers, and Pot", NIDA publication.

Refer to Parent to Parent, published by the Substance Abuse Advisory Board of the Parkway School District.

Teenage Depression

David B. Clark, Clinical Psychologist

When depressed, a child experiences feelings of helplessness or hopelessness. The death of a parent, divorce, imaginary illness, and lack of confidence can all be causes of depression.

Symptoms of depression are 1) loss of appetite, weight change; 2) dysphoric mood; 3) sleep disturbance; 4) behavioral agitation or retraction; 5) loss of interest; 6) loss of energy; 7) feelings of worthlessness; 8) difficulty thinking or concentrating; 9) suicidal thoughts. Cutting up in class could be caused by depression.

Listen to your child and try to keep communication open. Provide encouragement.

Shop around for professional help. Make appointments with several doctors, and choose the one that you think will help you the most.

Communicating with Your Teen During the Silent Years

Charles Brown, Parkway Central Counselor

In studying the evolution of communication between parent and child, we find seventh and eighth grade students give parents "managed information"--only good information, and nothing that would upset parents. Senior high students often take to their own rooms, turn the music on loud, and sometimes lock the door. They may greet you with cold stares, nods, shrugs, or shouts. These can be dangerous times.

Don't give up if your teen turns you off and refuses to talk. Be insistent. Maintain a sense of humor; joke, tease, torment just to keep some kind of communication going.

Maintain your composure. As the adult, remember that you are the parent, and do not get involved in a fight. Stay with it and don't give up.

There are three kinds of communication.

1. Ventilation occurs when your teen wants to get something off his/her chest. Be a good listener; maintain eye contact; pay attention; act and be interested.

2. If you are asked for advice, first tell your teen that you appreciate being asked. Let him/her know it makes you feel good. Don't let this time go into a conflict. Make yourself clear by stating right off, "This is my opinion" or "This is how I feel." This paves the way if he/she comes back arguing strongly to again say that you are giving your opinion.
Be careful in answering. Guess and anticipate the kind of information he/she is seeking.

3. Explanation occurs when the teen is answering to a curfew violation, bad grades, lack of study, etc.
Listen. Appreciate the explanation. Assume they are telling the truth.

It is important to maintain communication at all times. If it is leading into a conflict, argument, or fight, establish guidelines/ ground rules for the "confrontation". Take turns talking. Listen and don't interrupt. Take notes if necessary, and allow plenty of time. When your teen is finished, ask if he/she has said everything. Then when it's your turn, don't let him/her interrupt you: "I listened to you and I expect you to listen to me."

Maintain your composure. Maintain your cool. You are the adult.

Scholarships and Financial Aid

William McCarthy, Parkway Central Counselor

When seeking financial aid for a college education, parents and students should first find the school which fits the student's needs. Then they should find out how to get financial aid from that institution.

Most financial aid is made available to students who show a need for it. Since the 1950's, even very good students must show need, except for limited "no need" scholarships.

Information about scholarships, loans, work-study programs, etc., should be obtained from the university's financial aid office. Confidential financial statements such as the Financial Aid Form (FAF) and the Family Financial Statement (FFS) will have to be filed. These forms are available in the Counseling Center.

The financial director of the college sets the budget. For example, if the director determines that $8000 is necessary for the year, does a need analysis of the FAF and FFS, and designates that $4000 should be provided by the family, he/she may authorize $4000 in financial aid. This could take the form of $2000 in an outright grant, $1500 in a loan, and $500 in a work-study program, or some other financial aid package.

Outside sources of aid include 1) PELL Grant, awarded up to $1800; 2) SEOG--Supplemental Educational Opportunity Grant for low income families; 3) National Direct Student Loan, $3000 per year at 5% interest rate; 4) MoGSL--Missouri Guaranteed Student Loan, $2500 per year at 9% from savings and loan companies, banks, credit unions; 5) PLUS, $3000 per year at 12%; 6) private industry; 7) other organizations.

Some scholarships are available where need does not have to be shown. These include National Merit Scholarships (for top 1/2% of students), also need based; athletic scholarships; special scholarships, such as music, theater, art.

What Parents Should Know About Standardized Tests

Lillian Ziwot, English Department

Standardized tests are used in college selection and admissions. Recognizing that students come from a wide spectrum of educational backgrounds, college officials use tests as a balancing factor in the evaluation process. They are used along with additional critera in assessing the student's ability to achieve on the college level. Since each college and university has its own individual testing requirements, it is necessary for students to find out which tests are required by specific institutions.

PSAT: Preliminary Scholastic Aptitude Test

This test is also the National Merit Scholarship Qualifying Test. It is the first college board test students encounter. It is administered on the third Saturday in October for all juniors. Sophomores can take it also in order to familiarize themselves with such tests. Experience in taking tests under pressure is important.

It is an abbreviated form of the SAT (or the Scholastic Aptitude Test). The top students in every state are National Merit Scholars when they become seniors.

The PSAT is divided into two sections: verbal, 50 minutes; and math, 50 minutes. The verbal section contains tests on vocabulary, sentence completion, analogies (relations between pairs of words), and reading comprehension.

Students should read every answer and use the process of elimination.

The math section has algebra and geometry.

SAT: Scholastic Aptitude Test

This longer test (3 hours) is used to evaluate students for admission to college. It has 2 verbal and 2 math sections; one additional verbal or math test which is used for experimental purposes; and a test of the student's writing ability.

Usually schools that require SAT's also require 3 achievement tests as well. There are 15 that can be taken. They concern specific subjects and last 1 hour each.

The SAT is administered in November, December, January, April, May, and June. A student can take it as many times as desired. All scores are passed along to and viewed by the college, even though only the best is usually used.

ACT: American College Test

This test is a descendant of the Iowa Test. It covers the four areas of English, math, natural science/reading, and social science/reading. It is administered in October, December, February, March, and June.

It is important for students to be thinking about college choices during their junior year. They must find out which tests are required by which schools.

Travel and Study Programs at PCHS

Shirley Kraus, Social Studies Department, PCHS

WASHINGTON, D.C. (Close Up)

This trip is open to students in 11th and 12th grade. It is a study of government. It is well planned, organized, and a total learning experience. This trip, which usually takes place in January or February and lasts for one week. Students from Parkway go with students from other schools in the St. Louis area as well as those from another metropolitan area, such as New Orleans, Atlanta, San Francisco. This year approximately 32 students will be going to Washington, D.C. Fund-raisingis done by the students to defray some of the cost. Students interested in going to Washington, D.C., should enroll in advanced government classes.

JEFFERSON CITY

This trip is offered in the spring of the year. It is a two day trip open to students in 11th and 12th grade and some 10th graders interested in state government. The students meet members from all three branches of government, media and lobbyists. The group traveled by train last year.

AFS--AMERICANS ABROAD

This program is offered to students in Parkway. Usually the students apply in their junior year and spend either a whole year or a summer abroad. Our students have gone to Italy, Denmark, Holland, New Zealand, etc. Some universities give scholarships or credit to students who have participated in this program. Parkway Central has had many foreign exchange students for a semester or school year. For more information on any of the above trips, contact Shirley Kraus at 851,8249.

FOREIGN LANGUAGE EXCHANGE PROGRAMS

FRENCH--Students studying French have an opportunity to go to France during June or early July for four weeks. John Douglas arranges this trip. In turn, students from France come to Parkway Central during the school year.

GERMAN--Students have an opportunity to go to Stuttgart for one month during the summer. We also have had foreign exchange students from Germany. Christa Wolff is the contact person.

SPANISH--Spanish students have visited Mexico and Spain. Last year they went one week during school and one week of spring break. All trips involve a home stay with families. Diane Lordi is the contact person.

All students are screened for these trips. They must be mature, responsible individuals able to accept different cultural situations.

For more information please contact the foreign language departments (851-8254).

Advanced Placement Courses at PCHS

Norman Tooley, Assistant Principal, Central High

The Advanced Placement Program is sponsored by the College Board. It is a program of college level courses available at PCHS. These courses are graded as an honors course and are available to seniors. AP examinations allow a student to "test-out" of freshman courses in many colleges.

PCHS offers the following AP courses:

- English--Honors English IV
- Science--Advanced Biology
- Science--Advanced Chemistry
- Social Studies--American Perspectives (History)

It is important to contact the college that interests you to confirm acceptance of AP exams for credit before taking AP exams. Exams cost $42 each. If you take an AP exam, the AP Grade Report is sent to a college only if you request it.

The 1-8-1-8 Advanced College Credit Program is in place at St. Louis University. Selected courses developed and taught at PCHS are accepted by St. Louis University for credit. The cost is $15 per St. Louis University credit hour. The student receives the same grade at St. Louis University that he/she earned at PCHS. Credits may be transferred to certain other schools (list available from counselors).

The courses are for juniors and seniors. The instructors must have a Master's Degree in the academic discipline being taught, and submit course and exams to St. Louis University for approval.

Courses in the 1-8-1-8 Program taught at PCHS are

- French IV and V
- German IV and V
- Spanish IV and V
- Advanced Government
- American Perspectives
- Advanced Chemistry
- Advanced Actor's Studio

Motivating Your Student to...

Craig Larson, Assistant Principal, Central High

Ideas on MOTIVATION can be divided into two theories:

The first theory is based on internal needs. It suggests motivation is within people as they try and fulfill various needs, which are hierarchical.

1) Lowest level needs include the need for food, clothing, and security. These needs must be fullfilled first.

2) Relationship needs are on the nest level and include love and friendships.

"Who are my friends?" is an important concern to high school students who worry, "Will my day be comfortable or will people make negative remarks about me." Students often feel something is wrong with them and their poor self-concepts may cause them to change in order to "fit" into c group or clique. there is something wrong with them. Students with poor self-concepts may change themselves too much in order to fit in a certain group.

3) Growth needs are the highest level of needs and include feelings of wanting to be in control of ones life and to be growing in skills and knowledge. An important part of growth is willingness to take risks.

To grow, students need to believe they are capable. Parents can help students grow by encouraging their positive self-concept. One warning--it is not productive to compare your son or daughter with other students, since achievement motivation is only related to an individual's ability.

The second theory of motivation centers on goals. In this view, motivation is strong if a student's goals are genuine and strongly felt. Motivation is increased if the reward for reaching the goal is significant.

The school tries to get students to set realistic goals. It is important for them to verbalize a goal as a step in committing themselves to accomplishing it. If students have established goals, it will help them know what success looks like when they see it.

PUNISHMENT is not equal to motivation; however, punishment is an important part of a parent's role as they help their children gradually matures.

A PLAN for parents.

1) Sit down with your son/daughter and talk about what is happening in his/her life. With that information help him/her set goals.

2) Establish the feeling that he/she can succeed. Students often see the future as hostile and worry about it. They need to be reassured.

3) Goals will be different for all students and will change as they mature.

4) Discuss feelings honestly and openly.

5) If you feel your children's goals are not "high enough", tell them you're uncomfortable with the goals and discuss raising them. But remember that in the final analysis, goals are only valid they are truly accepted.

6) Try and develop goals in areas other than academics.

To The Student Who Is Not Interested in College. Options to Consider.

William Young, Counselor, PCHS

In making plans for your future, you must look at yourself, and determine your interests, needs, and goals. Develop a self-profile, considering your abilities, aptitudes, and what pleases you. How do you gauge success? Is it by the amount of money you earn, or by enjoyment in life with enough money?

Many students attend college for reasons other than future employment. Many jobs do not require a college degree.

Alternatives to college include trade and technical schools. These can be attended after high school graduation. Students can enter the St. Louis County Tech School in the eleventh grade. This leads to excellent employability.

Apprenticeship programs are available in the craft trades, as well as many mechanical and technical fields.

The Occupational Outlook Handbook describes every job in today's market. It is available for be checked out from the counseling office. A sample of information available in the handbook includes the following:

Rules You Can Live with at Home

William Myer, Assistant Principal, Central Junior

Schools and parents must act as partners in the educational process. Parents' rules help the school, as the school's rules help parents. A partnership of school and home is desirable, workable, and can produce lasting and positive results with children.

You as parents must establish guidelines that YOU AND YOUR CHILD can follow.

1. You are not alone! You are not the only parents who have firm rules. The student's reply that "everyone else is doing it" just can't be so. Call and inquire of other parents.
2. Be persistent, be firm. Dare to be disliked by your child. Be as persistent as the kids in not allowing yourself to be worn down. It is tempting to back down when thinking how we want our children to be accepted by their peers--but we need to hold on.
3. Allow your kids to grow and to change. Begin to become a partner as they solve problems, instead of being the problem-solver for them. Becoming truly independent should be a gradual process for them.
4. Talk to your kids. Ask open-ended questions, not those which allow them to get away with a simple "yes" or "no". Try not to preach; try not to pry. Offer an opinion, not the opinion. Your goal is to build mutual confidence and respect. Be honest. Let them know your priorities, your fears.
5. Be a good listener. Be willing to take time from your schedule just as you want them to do. Let them know that you are always approachable. (Even though the answer may still be the same "no").
6. Establish expectations in a positive manner. You have the right to know where they will be, who they are with, when they will be home, how they will use the car. Homework should be completed and household chores done before free time begins.
7. If teens don't meet expectations, then there should be consequences. Allow kids to be responsible for their actions. Don't constantly run interference for them. Punish them, and allow them to be punished. Use discretion and reason in determining punishments. Be incremental and consider the severity of the "crime"; don't play your trump card too soon. Your goal is to hold your teens responsible.
8. Don't look for quick solutions and easy answers. Work on problems and rules by which to solve them one at a time. Success must be measured in relative terms. Teach the rules, repeat them, point out their reasonableness.
9. Maintain your perspective. At all times keep in mind what it is that you want for your children and what you believe they truly want for themselves.

Communication Between Parents and Teachers

Betsy Hamra, English Department, PCHS

Two-way communication between parents and teachers can be very important. Most of this communication results from grades.

Grades indicate many things: 1) the amount of responsibility the student is accepting (on time to class, completing assignments on time, showing respect to teachers and other students); 2) what the student thinks is important; 3) student's strengths (can be basis of career choice); 4) student's weaknesses (remedial help may be advisable); 5) outside schedule may need re-vamping (part-time jobs or extra-curricular activities may be taking too much energy and time).

Priorities must be set within families. Out-of-school activities, vacations during school time, employment responsibilities may indeed be more important to some people. Lower grades must then be accepted as a possibility.

Parents should initiate communication with teachers for the following reasons: 1) preventive--to help the teacher know your child better by letting him/her know if there is something special he/she should be aware of; 2) if you see no homework from the class; 3) if you notice a change in the student's attitude or interest; 4) if your student is under particular pressure at home; 5) if you are having trouble communicating with your own child; 6) if you feel your child is being ignored by the teacher; 7) if you feel that your child is being singled out by the teacher.

Problem situations prompt communication between parents and teachers. The purpose of your call should be to help the child improve his learning conditions, learn more, and do better at school. If you really want to solve a problem, call the teacher first--not the counselor, not the principals. The student has the best chance if you make the teacher feel he/she is truly able to assist your child to become a better person. Be brief, honest, and objective. If you are checking on an error, make arrangements to call back when the teacher has had time to check her gradebook. If the teacher becomes hostile, say immediately that you will call back another time.

It is not necessary to defend the teacher to your child. Listen first to what the child has to say. He/she should be able to let off steam to you. At a later time, you should suggest he/she give some thought concerning the reason that the teacher acted in this way, and discuss what the student can do to make the situation better for himself and the teacher. Ultimately, however, the problem is between the teacher and the child and must be handled in the end by them.

Overview of Learning Disabilities and Behavior Disorders: Characteristics and Educational Programs

Lynn Roth-Jacobs and Marsha Gogel, Special Education Dept., PCHS

Teachers from the Special School District run the resource room for students with learning disabilities and behavioral disorders. They service children with disorders in one or more of the learning processes, such as listening, speaking, writing, reading, spelling, math. These children have near average or above average intelligence, but their academic performance is significantly lower than their ability.

They may have consistently low grades in one or more subject areas, poor development of logical reasoning, difficulty in applying/generalizing past learning, limited verbal expressiveness,a low fund of general information or show a preference to participate in activities that do not require academic skills.

The learning disabled may have difficulty with organization, completing assignments, show lack of concentration, poor memory, and have difficulty in choosing from alternatives.

Behavioral disorder is the term which refers to students who exhibit one or more of the following characteristics over an extended period of time and to a marked degree:

1) Difficulties in learning that cannot be explained by intellectual, sensory, or other health problems.

2) Difficulties in building or maintaining satisfactory interpersonal relationships with peers, parents and teachers.

3) The general pervasive mood of unhappiness or depression.

4) A tendency to develop physical symptoms, pains, or fears associated with personal or social problems.

Parents who believe their child might have a learning disability or behavior disorder should contact the child's counselor and give information about the problems observed. The counselor then gathers information from teachers, and prepares a referral form for Special School District. The referral process takes a while, so if parents suspect something, they should get on it right away.

The child is then evaluated by a team from Special School District that comes to the school and interviews teachers and the parents. The team suggests the services that would benefit the child. These might be consulting with an itinerate teacher, or coming to the resource room.

Students who come to the resource room have all their regular classes also. They are assigned to the resource room one full period per day, but can come in during other periods. The teachers there try and work with them on assignments in content area materials from the regular teachers and also on skills needed in regular classes. They encourage students to drop in for extra help as needed. Regular teachers and the resource teacher may modify a child's curriculum, such as shortening assignments or lengthening the time frame for these students when appropriate. The focus is on learning, alleviating pressure, and improving self image.

THE NORTHWORD EXCHANGE

Newsletter #6
February 26, 1987

Rosemarie Stocky
Reading Resource
Specialist

NEWSPAPERS IN EDUCATION WEEK, MARCH 2-6, 1987

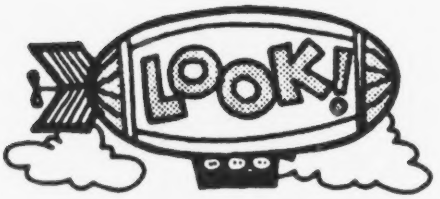
The St. Louis Post-Dispatch and the International Reading Association have joined together for the fourth consecutive year to encourage students to read. They have set aside March 2-6, 1987 as Newspapers in Education Week and hope that educators will take the opportunity to acquaint students with the lifetime habit of reading through the daily newspaper. Specific classes will be working with the newspapers on Monday and Tuesday. On Wednesday, Thursday, and Friday, newspapers will be available in the commons during lunch and unassigned time. Let's see how our kids enjoy picking up the newspaper for reading pleasure!

IRA MINI-CONFERENCE TO BE HELD AT NORTH TODAY!

The St. Louis Suburban Council of the International Reading Association will hold a mini-conference at North High this evening. Over 400 people have pre-registered for the conference, and it promises to be an exciting evening of interesting sessions, a look at materials from approximately thirty publishers and distributors, and an opportunity to make new friends. It is an open conference and anyone interested may attend. Pre-registration is not required. We are expecting about 500 to attend, and you all are certainly invited!!

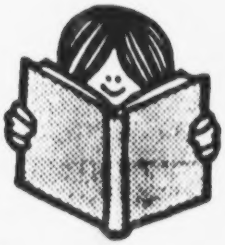
Publishers will begin setting up their booths about 3:00 p.m. in the commons. The rooms on second floor will be used for presentations beginning at 4:30 p.m. We will do our best to have everything back in order for Friday morning--questions or problems, let me know!

Special
Event



AFTER SCHOOL STUDY SKILLS SESSIONS - MORE SCHEDULED FOR MARCH

During the first week of this quarter I worked with Fred Schue's and Peggy Monaco's ninth grade skills classes and held after school sessions with students who had been referred to me by counselors and teachers. The students who are currently earning D's, C's, and B's, and who are willing to put that extra little effort forth are going to benefit the most. In following up on many of these students, I find that they're finding success and beaming! As always, motivation plays an important role in the student's desire to succeed. If you know any students who are interested in spending some time with me after school, let me know. I realize that if the student is willing to stay after school for a few days, then he has already started putting forth that extra little effort. I plan to work with about five students during the week of March 9.



ARE YOU CONCERNED WITH TEXTBOOK READABILITY?

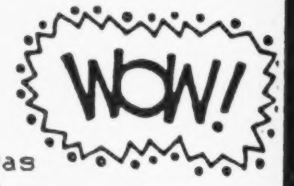
Textbook adoption time can always bring a lot of headaches. Right now I'm working with Joyce Schoeneberg for the biology text and Kathy Hart for the physical science text. Finding that right textbook is always a difficult task because there are so many good books available. Regarding readability however, I have a computer program available which will enable us to run seven different readability tests! If I can help you in any way, just let me know.

UNIFORMITY TO RESEARCH PAPER PROCEDURES CONTINUES!

I am excited to see so many of you asking to see and using the new MLA format for in-text documentation with research in your classes. This month Denny Staub's Driver's Education classes, Randy McGuire's Western Civilization classes, and Betty Moenkaus's Business Law class were all introduced to the format. I found some tenth graders in Randy McGuire's class confronted with three research papers due at various times throughout this quarter. They even admitted that there might be something to this routine of organizing cards and structuring a paper correctly just to be able to keep up with all the assignments. I applaud all of your efforts in designing short term goals as students progress through their papers!

QUESTION OF THE MONTH - LET'S HEAR ABOUT IT!

Last month I asked you to think about what you do in your classes to promote reading and writing across the curriculum. Thanks to all who responded. In addition to the ideas you've told me about personally, and methods some of us have worked on together, I learned about some more ways you're working with our students. As a thank you for responding to the question of the month, the following entries were drawn to win a prize!



Winner to two sets of passes to HIDDEN VALLEY--Randy submitted two different assignments he uses, and his name was drawn twice! I run an honest drawing, so he'll get to bring some friends.

RANDY MCGUIRE, Western Civilization classes: Randy requires his students to do a quarterly research paper on an important person, place, or event that relates to the period they are studying. With each quarter he increases his expectations. This quarter he is requiring an outline, bibliography cards, and text cards, graded on a schedule to help students pace themselves through the process of writing the paper.

Randy also requires his students to watch the news or read the newspaper to keep abreast of current events. He then asks them to write two paragraphs of coherent, concise English per day describing two major news events.

Winners to a set of tickets to THE FUNNY BONE:

CONGRATULATIONS!

CHRISTA WOLF, German classes: Christa's German students are expected to earn 25 culture points per semester. They can earn culture points by reading newspaper articles that deal with German speaking countries (current events), or books written by a German author (fiction or biography in English translation). An article I had given her earlier this year gave her the idea of obtaining textbooks from Germany that deal with American history or simple science texts.

FELICIA GRABER, German V class: Felicia divides her class into two groups. Each student receives a book of German short stories and is responsible for reading one story and writing a summary in German. On Fridays she alternates the groups to go over their written summaries individually. This process allows her students to have individual attention in their German writing and gives the alternating group time to prepare for their next story.

KAREN MEYER, Statistics classes: Karen's classes will be working on an assignment with statistics and the newspaper next week during Newspaper in Education Week.

THE NORTHWORD EXCHANGE

PARENT EDITION

The NORTHWORD EXCHANGE is a monthly newsletter at North for an exchange of ideas on reading and writing across the curriculum.

APRIL 1987

Rosemarie Stocky
Reading Resource Specialist

EFFORTS UNITE ACROSS THE CURRICULUM

North High has laid the foundation to promote an atmosphere in which a total school approach to all reading, writing, and thinking skills can flourish. Beginning with study skills, students are becoming even more aware of their academic expectations, and the willingness to transfer what is learned from one subject area to another. Teachers are recognizing the need to make a concentrated effort to reinforce these skills and develop strategies within their curriculum. Since reading and writing are the basic tools for learning all subjects, we have been focusing our efforts in all content areas for students to become active learners as they "read with a pencil" and learn to "write for understanding." While these strategies are not new to many areas of the curriculum, focus is on promoting these skills with renewed vigor and understanding.

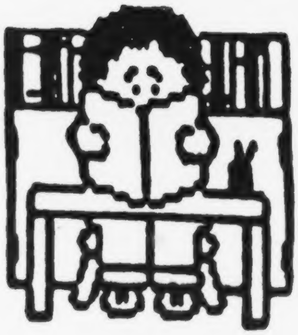
The position of reading resource specialist is new this year in the senior high schools. For North, the program has included a referral service for students to be tested and evaluated, individual and small group work with students, a planning time for designing curriculum for next year, and most importantly, a resource program for teachers to integrate reading, writing, and study skills instruction into their content areas through workshops and team teaching.

As we look toward the 1987-1988 school year, North will be offering a new elective entitled ACADEMIC ACHIEVEMENT PROGRAM. This course is designed for juniors and seniors as an individualized, developmental reading and study skills class. Students will rotate through as many as five skill areas: vocabulary, reading rate, reading comprehension, study skills and preparation for PSAT/SAT/ACT tests. In addition, there will be a school-wide PUSH for study skills. This April the entire staff will be involved in a study skills workshop which will discuss the various skills students can use for academic achievement. Our ninth and tenth grade English teachers will begin the 1987-1988 school year introducing these skills. Teachers will reinforce these learning skills and integrate them into their curriculum. But we can't stop here! It will be necessary to reinforce these skills at home also, and that's where you can help! You're essential in helping your child to succeed!

CONVERSE WITH YOUR CHILD IN WRITING

In a recent article in READING TODAY, Timothy Rasinski, a member of the International Reading Association's Parents and Reading Committee, suggests the use of dialogue journals at home as well as school. Journals connect reading and writing in a purposeful and natural way. At home the dialogue journal opens communication as well as giving a reason for practicing literacy skills and strategies. It gives parents a chance to converse regularly in writing. Both parents and children are likely to write in the journal concerns too sensitive to bring up in normal conversation. Journals may help stem arguments, since words are more carefully chosen, and even an apology can be expressed.

There are no age limits. Begin in a light way with compliments, light-hearted questions, or comments on what you are thinking. Make this experience as risk-free as possible. Keep the journals confidential, and don't assume the role of teacher. Accept your child's writing for what it is -- his or her own message to you.



From Patty DeBeer
Reading Resource
March 6, 1987

THE READING RAP

Communication #2

MY CURRENT NICHE

The evil waters are gone, our walls are up, and life is stirring again in the English Concept Center. I have moved back in as well. So contact me at 741-742 or through a note in my mailbox. Looking forward to hearing from you!

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HAPPENINGS THESE PAST FEW MONTHS

As I mentioned to you in my first communication, my goal for the rest of the school year is to work with the staff. A special thanks to those of you who responded either by way of the survey or by simply stopping me in the hall to discuss a reading concern.

I have been involved in many ways - testing of students, providing after school study skills sessions for small groups of students, sending reading material home to parents, etc. - but, most of all, I have been helping teachers with classroom content, specific strategies and instruction. In fact, we are in the process of formulating a plan to reach more of you, if not on an individual basis, then in small groups or workshops. But until then, to give you an idea of ways I've been working with teachers, here are some examples:

** Gary Kallansrud wants his students to become more efficient and more independent readers. So, we have been working together to show his Environmental Science students how to apply the study strategy SQ3R in reading their textbooks. Gary and I took the time to explain how and why using a study strategy can help save them time, improve comprehension, and help them locate important ideas they need to remember for testing. To help guide them through the pre-reading process, I developed an activity sheet to show them how to pre-read and to reinforce pre-reading skills they already possess. I also showed the students how to analyze one of Mr. Kallansrud's quizzes: What kinds of questions did he ask? Had they noted those as key ideas in their reading? We plan to follow up with a presentation on ways to effectively recall material and study for tests. Gary and I have taken somewhat of a team teaching approach and plan to continue to reinforce SQ3R with his students throughout the semester.

** Along these same lines...Barabara Underwood wanted her students to actually read their math textbook (not just listen to her explain it!). She developed a reading/study guide which literally "walked" her students through the three page reading assignment. The students read a very short section and then answered a specific question. If they could not answer, they were directed to go back, re-read or re-think in order to answer the question before reading on. Barbara found the kids resistant to having to be responsible for their own reading. But, despite moans and groans, everyone did complete the guide. In this case, I was a previewer, sounding board, suggestion-giver, but mostly, a cheerleader for Barbara's excellent reading guide.

** To kick off the Rapid Reading Unit in Claire Schey's Advanced College Skills classes, I came in for two days to discuss adjusting rate to purpose, reading flexibility, mechanics of reading, grasping meaningful groups of words, reading high-value words, skimming, scanning, etc. The students will continue to practice their rate with exercises every week.

** Bill O'Neal's English II classes are beginning their study of Romeo and Juliet, and Bill has presented many excellent pre-reading activities including a discussion of Shakespeare, his times, the Globe theatre, his style, etc. As part of these pre-reading activities, I discussed with the class the process of reading any difficult material. We talked about pre-reading, setting up questions to read for, forming mental images during reading, summarizing key points at the end of each page/section, notetaking, reviewing, etc. I also gave the students some suggestions for how to "use" the movie they were about to watch as a pre-reading activity. I plan to go back into Bill's classes and work with the students on understanding the difficult style and on utilizing the "helps" included in the text.

Some teachers are simply looking for quick hints/ideas/suggestions for specific reading-related concerns. For example...

** I shared some ideas for building vocabulary with Anne Tompkins. Along those same lines, Jo Thomes is interested in including analogies in her study of Biology-related words. I hope to help her check student-generated analogies to see if they display appropriate relationships and use of words.

** Larry Matthews and I discussed strategies for teaching word problems.

** I shared some ideas for teaching the difficult style/language with Mimi Mitchell and Mary Kay Wolfe (and they shared some with me!).

** Diane Seigel and I discussed some pre-reading strategies, comprehension-building techniques and use of cloze exercises in foreign language.

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TESTING SERVICES AVAILABLE

Thanks to all of you who have recommended students for further testing by the Parkway Reading Clinician, Nancy Rathjen. Nancy is available to administer a battery of reading tests to determine reading level and specific areas of strengths and weaknesses. In addition, Nancy also offers recommendations about how to help the student strengthen his reading skills. This testing can aid teachers in insuring a student is properly placed in a course and/or that he is receiving appropriate materials and instruction.

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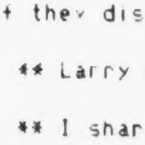

HATS OFF TO...

- John Belk who has vounteered his after-school time to give a student some extra help on writing, study, and organizational skills.

- Margaret Maffit and Juanita McKee who have organized groups of students to meet after school to discuss study strategies, organizational skills, etc.

- All of you who do those "extras" every day!

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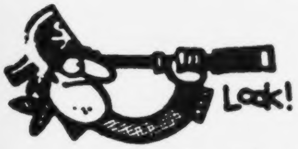

WHAT'S IN THE WORKS?

- Paul Delanty and I plan to visit each department to discuss what you are doing, and would like to do, to further reading and writing in your specific content area. This will be a sharing session and, hopefully, informative for all.

- REACH course: Perhaps some of you have seen this new offering in the course guide for next year. This course is designed for juniors and seniors of all abilities who would like an individually tailored program of vocabulary, rate, comprehension SAT/PSAT preparation, study skills, and writing college applications. I am currently ordering materials and beginning to set up format.

- Freshman Study Skills Program: A coordinated study skills program where agreed-upon study skills are taught in initial units (in English?) and reinforced in all content areas. Would'nt it be nice if we could make a concerted, unified effort to teach our students study skills and know these skills were being taught and reinforced in ALL subjects??

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BLUE RIBBON IDEAS: A TEACHER EXCHANGE

Because I have had the opportunity to talk to many of you in many different departments, I have had the chance to hear of, or see in action, some excellent teaching methods/ideas/activities. There's a wealth of information out there; let's share it though the "Exchange."

Here are some examples: As an occasional incoming activity, Barbara Underwood distributes index cards as students walk in the door. Each student then writes down his answer/response to a question/problem which has been written on the board prior to class. Correct repsonses are awarded one percentage point. So when her students do have the opportunity to complete this activity, they are anxious to read, think, and respond in writing.

Mimi Mitchell helps students "personalize" new vocabulary words by having them write humorous, creative sentences using the new word in context to their lives: their classes, teachers, social life, etc. She feels there is less resistance to learning new words when they are "personalized."

Gary Kallansrud combines library research, creativity, oral presentations, and endangered species/biomes. Students select an endangered species/biome and use the library to research their topics (finding a minimum of two sources and writing a bibliography). Each student uses the facts he has discovered to outline/write a creative oral presentation, written in first person, where the student becomes the species/biome, pleading to be saved. This is an excellent mix of library research, creativity, and oral communication.

So, if you, or a colleague, has a special activity or lesson which helps further reading and writing in a content area, please share those ideas with me, and I will, in turn, share them through "Blue Ribbon Ideas."

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CAN I HELP?

Let me help with study skills: strategies, notetaking, test taking, organizing, etc. If any of you feel your students need some help with, or a refresher on, how to study effectively, let me know and I will be glad to come into your classroom or give you some ideas/materials that might help. In fact, if you have a group of students who would benefit from after school study sessions, we can set those up; just let me know.

Let me help with writing: research papers, reports, journals, etc. Before your students begin that research paper, let me help with refreshing the students on how to use notecards, on proper bibliography format, on using in-text notations (all currently being taught in the English Department). Or let me help you set up journal writings, creative assignments, or whatever might further your content.

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"Reading is to the mind what exercise is to the body."
Richard Steele